DOCUMENT RESUME

ED 240 426 CG 017 255

AUTHOR Mallinckrodt, Brent S.; And Others
TITLE Stress Management, Support and Resource Groups for Graduate Students.
SPONS AGENCY Maryland Univ., College Park, Graduate School.
PUB DATE 83
NOTE 75p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; Behavior Modification; Cognitive Restructuring; *Coping; *Counseling Techniques; *Graduate Students; Instructional Materials; Learning Modules; Program Evaluation; Relaxation Training; Social Support Groups; Staff Development; *Stress Management; Stress Variables; Time Management
IDENTIFIERS Life Planning

ABSTRACT

This manual on stress management is designed to help graduate students whose performance and continued progress in their academic program is impaired by various stressors. The manual contains instructions and materials for selection and training of staff, initiating an intervention, and evaluation of the program. Suggestions based on the authors' field trials are included. The manual describes a series of ten content modules, each addressing a different source of stress and/or teaching a different coping strategy. The modules can be combined into a single session workshop format or used in an ongoing program of small groups. Specific topics addressed by the modules include: self-assessment for potential stressors, relaxation training, social support building, time management, utilization of campus/community resources, cognitive behavioral approaches for coping with stress, behavioral self-management, professional development, and life planning. Each module contains instructions for presenting subject matter both didactically and experientially, together with copies of all required handouts and materials. References for further reading are included with each module. Suggestions for modifications in the program necessary for various special populations, such as international students, are also included. (Author/BL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED240426

Stress Management, Support and Resource Groups for Graduate Students

Brent S. Mallinckrodt

Frederick T. L. Leong

Bruce R. Fretz

1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Brent S. Mallinckrodt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

University of Maryland

Psychology Department

CG017255

Stress management, support, and resource groups for graduate students

Brent S. Mallinckrodt, Frederick T. L. Leong, and Bruce R. Fretz

Abstract

This manual details a program specifically designed for graduate students whose performance and continued progress in their academic program is impaired by various stressors they may experience. The manual contains instructions and materials for selection and training of staff, initiating an intervention, and evaluation of the program. Suggestions based on the authors' field trials are included. The manual describes a series of ten content modules, each addressing a different source of stress and/or teaching a different coping strategy. The modules can be combined into a single session workshop format or for an ongoing program of small groups. Specific topics addressed by the modules include: self-assessment for potential stressors, relaxation training, social support building, time management, utilization of campus/community resources, cognitive behavioral approaches for coping with stress, behavioral self-management, professional development, and life planning. Each module contains instructions for presenting subject matter both didactically and experientially, together with copies of all required handouts and materials. References for further reading are included with each module. Suggestions for modifications in the program necessary for various special populations (e.g. international students) are also included. (72 pages, including 26 pages of handouts)

Table of Contents

Preface..... iv

1. Introduction..... 1

1.1 The Problem: Graduate Students and Stress..... 1

1.2 Project History..... 2

1.3 Publicity and Selection of Participants..... 2

1.4 Staff Selection and Training..... 3

1.5 Using this Manual: The Module Concept..... 5

1.6 Planning for Minority and International Students..... 6

1.7 Planning for Students with Special Needs..... 7

2. Group Introduction and Orientation..... 12

3. Stress Self-Assessment..... 15

4. Relaxation Training..... 20

5. Campus Resources..... 25

6. Self-Efficacy..... 29

7. Cognitive Restructuring..... 33

8. Social Support..... 41

9. Behavioral Self-Management..... 43

10. Time Management..... 50

11. Professional Development..... 58

12. Evaluation and Termination..... 63

List of Handouts and Materials

Handout #		page
1.1	After the Session Worksheet	9
1.2	Syllabus of Ongoing Group Modules	10
1.3	Syllabus of Workshop Modules	11
3.1	Life Changes	19
4.1	Muscle Relaxation Response Outline	22-23
4.2	Wallet-Size Muscle Relaxation Outline	24
5.1	Sample Campus Resources List	27
5.2	Sample Resource Report	28
7.1	Common Irrational Self-Statements	38
7.2	Irrational Self-Statement Revisions	39
7.3	Catastrophizing Self-Statement Vignettes	40
9.1	Change List	47
9.2	Self-Monitoring Sheet I (Baseline)	48
9.3	Self-Monitoring Sheet II	49
10.1	Time Management I	52-54
10.2	Things to do List	55-56
10.3	Present Work and Recreation Schedule	57
11.1	Personal and Professional Development During Graduate School Years	61-62
12.1	Interview Protocol For Early Terminators	67
12.2	Program Evaluation	68-69

Preface

This manual describes the procedures and materials developed for a program of stress management and support groups for graduate students at the University of Maryland during the 1982-1983 academic year. The manual is structured in topical "modules", any of which can be combined for a variety of either single session workshops, or ongoing group sessions. The topics included in this program were selected after conducting structured interviews with both first-year and upper level graduate students to identify areas of perceived stress and coping skills deficits. Working drafts of this manual were revised extensively after completion of each series of groups or workshops to modify each module and its related exercises in accordance with experiences of group leaders and participants. We believe that this manual provides material that can be used in academic settings to create an effective program in which graduate students provide one another with mutual support while learning stress management and coping skills. An introductory chapter includes information about staff selection and training, publicizing the program, managing the ongoing groups or workshops, how to make the best use of the materials in this manual, and a brief history of our experience with the program at the University of Maryland. Each "module" that follows includes exercises, points for discussion, instructions for conducting the session, and references for further information. Where appropriate, copies of hand-outs are included and, occasionally, annotated notes about our own experiences with a particular exercise or topic. The final chapter contains materials for evaluating the program.

We wish to gratefully acknowledge the support of the Graduate School, the Psychology Department, and the Improvement of Teaching Fund at the University of Maryland. This program would not have been possible without the support of these departments and their administrators: Dean Rose-Marie Oster, Professor Irwin Goldstein and Dean Robert Shoenberg, The encouragement and support of Graduate School Dean Duncan Perry was particularly helpful. We owe a great debt of gratitude to our group leaders Les Bodian, Bill Hopkins, Tom Kight, Cynthia Mendelson, Silvia Petuchowski, Anna Reyes, and Sue Slyter - all psychology graduate students who donated their time, enthusiasm, and helpful critiques to this project. We are also very grateful for the invaluable contribution of Ms. Jo Shaffer in answering the phone calls of stressed graduate students and coordinating the copying and typing of this project. Lastly, we wish to thank the participants in the workshop and groups from whom we have learned so much.

Brent Mallinckrodt
University of Maryland

Fred Leong
University of Maryland

Bruce Fretz
University of Maryland

College Park, Maryland
May, 1983

Chapter 1

INTRODUCTION

The Problem: Graduate Students and Stress. "Though graduate students are not generally regarded as individuals who are particularly vulnerable to emotional disorder, there is convincing evidence to the contrary. Loneliness, severe anxiety, role confusion, and alienation are common maladies among graduate students." (Kats & Hartnett, 1976, p. 262). In a variety of studies conducted over the past 20 years, attrition rates averaging as high as 50% have been found in doctoral level graduate programs (Creager, 1965; Knox, 1970; Sells, 1973). Goplerud (1980) and Hill, Charles, and Reed (1981) provide continued evidence that students experience graduate training as extremely stressful, even those who are pleased with what they have learned. While a few studies have focused on the nature of stresses that students experience (e.g., Butler, 1972; Goplerud, 1980; Kjerulff & Wiggins, 1976; Mechanic, 1962; Sekas & Wile, 1980) none of these studies has examined the effects of interventions for coping with stress or how such interventions affect various performance criteria in graduate school.

Past research has clearly indicated that improving graduate students' success requires consideration of variables other than academic ones (e.g. Hackman, 1970; Hirschberg & Itkin, 1978; Kelley & Fisk, 1951; Littleppage 1978; and Rawls, 1969). With over 30,000 students a year now entering doctoral level education, interventions to reduce the effects of stress in graduate studies could have a significant impact on both the actual dollar costs and psychological costs of graduate education. Students who fail to complete doctoral programs because of their own lack of effective coping mechanisms and/or the lack of supportive environments are, unfortunately, a well-hidden major cost in our society. Moreover, structured interviews conducted by the present authors have indicated that many present graduate students who experienced considerable stress take longer than expected to finish and are entering their profession with less than fully enthusiastic commitments Lessened stress, therefore, can be expected to facilitate more efficient progress and earlier, more productive professional career development. A program of effective intervention designed to ameliorate the effects of stress through teaching coping skills and providing a meaningful source of social support may help reduce some of the hidden, as well as the overt costs of stress in graduate students.

Project History. The first author has research interests in the area of stress management and social support, as well as program development and evaluation. The second author has research interests in the area of career development, cross-cultural counseling, minority student attrition and stress management. The third author has been involved in training and education of graduate and undergraduate students in psychology for 18 years and has developed and led a variety of structured groups focused on improved environmental coping. We began informal discussions about the impact of stress upon graduate training and, in the Fall of 1981, initiated a series of structured interviews with presently enrolled graduate students at both the beginning and advanced levels. Results of these interviews, conducted with both minority and majority students indicated: 1) that most graduate students experience stress in one or more ways which they believe reduces the effectiveness and efficiency of their graduate performance (in some cases requiring leaves of absence and extensions of deadlines, all contributing to additional years required for the completion of doctoral work), 2) that few students utilize the existing university or community services which could ameliorate these perceived stresses, 3) that few students make effective use of peers in the university or community for discussing their concerns and obtaining alternative perspectives, and 4) that minority students usually perceive access to fewer peers and services than do majority students.

Based on this information, a series of structured interventions was designed to ameliorate the stressors and their effects. The following areas were addressed by the interventions in this program: Stress Self-Assessment, Relaxation Training, Self-Efficacy, Social Support, Time Management, Behavioral Self-Management, Cognitive Restructuring, Professional Development, and Campus Resources. The authors consulted the literature relevant to each of the areas targeted for intervention and drafted an early version of this manual structured around ten weekly group sessions of ninety minutes each. This draft was submitted to colleagues with special expertise in the various areas of interventions. Several revisions and additions were made in the manual based on feedback from reviewers.

With a working draft of the manual completed in August, 1982, seven students from the Psychology Department volunteered to work as group leaders. During the first offering of the structured groups, participants were limited to first-year graduate students. After the final session, evaluations and feedback information from participants and group leaders were incorporated into a revised manual. The following semester a series of six group sessions and a half-day workshop were offered -- this time open to graduate students of all levels. Again, the programs were conducted by trained graduate students. Evaluation and feedback from program participants and leaders were used to prepare the current version of the program manual, drafted in late spring, 1983.

Publicity and Selection of Participants. Graduate students were notified about our program through a variety of media. Flyers were distributed along with the standard orientation materials at a campus-wide workshop provided for new teaching assistants. There were more responses to this flyer than any other publicity channel we used. Any program of orientation attended by new students would seem to provide a promising opportunity to announce a program of stress management and support groups. Announcements were also in the campus newspaper and a weekly newsletter distributed to faculty and

graduate students. Copies of a brief, single page flyer were also prepared and sent to the head of each graduate department for distribution to first-year students. Ascertaining the number of first-year students in each department proved to be somewhat difficult and we were never certain that students received these fliers.

Although this program was originally intended only for new graduate students, we received several inquiries from upper level graduate students requesting permission to attend our first series of groups. Our experience with these students indicated that they did benefit greatly from their participation, though their special status as "veterans" of campus life at times created difficult group dynamics. Other novice group members tended to hold them in awe, while a few of these older students tended to monopolize group "air time".

In the second series of groups held the following semester it was decided to open participation to graduate students of all levels. With no group members completely new to their graduate school experience, the groups functioned quite well. We recommend, therefore, that although this program is appropriate for graduate students at all levels, students who are in their first semester of study should probably be segregated into separate groups. Upper level students seemed to benefit as much as first semester students from those modules designed to identify campus resources and provide an orientation to available sources of help. In many cases they were as unaware as the new students of the existence of these resources.

Attrition in the groups was fairly high, leveling off at 50% after about the fourth week. We recommend starting with 12-15 participants in each group. We tried to balance the groups as evenly as possible with regard to sex and created as much heterogeneity in regard to race, graduate department, and other demographic characteristics as possible. Some feedback indicated that there may be value in placing married and single students in separate groups. Several participants who were the only married members of their groups felt that their experience in the program would have been more meaningful had they been in an entirely married student group. An aspect of the program consistently valued highly by the participants in their feedback was the opportunity to interact with students from academic departments different from their own.

Staff Selection and Training. We believe that the success or failure of our program depended, more than any other single factor, on the motivation and skill of our group leaders. We cannot stress too strongly our belief that group leaders must perceive that they are receiving something valuable in exchange for their contribution to the program. We solicited graduate students from the psychology and education departments, asking for a commitment of four hours per week in return for training and supervision in leading structured groups. Seven highly motivated and enthusiastic students gave us this commitment. Their experience in leading groups ranged from "some" to none at all, but all had formal training in individual counseling. Our experience was that, with the professional group training and assurance we provided, these persons proved to be highly competent and committed structured group leaders.

Group leader training began with an all day Saturday workshop designed to teach, in a very experiential way, the basics of group dynamics and facilitation skills. Emphasis was upon general skills of group leading using a co-leader model. A particularly valuable training resource for teaching these skills is Joining Together (Johnson & Johnson, 1982). The training workshop was presented by the director of Group Treatment Services at the University Counseling Center.

Following this workshop, group leaders met with the project coordinators weekly for ninety minutes of supervision and staff training. Each of these meetings began with a "debriefing" time, during which group leaders shared their experience from the previous week's session. Problems in the dynamics of a specific group were presented, strategies for approaching these problems were proposed by other group leaders and supervisors, and a great deal of mutual support and enthusiasm was generated. In the second part of each meeting one of the program coordinators presented an overview of the next week's session and led the staff through a somewhat abbreviated version of the discussions and exercises in the upcoming modules. In this way, group leaders learned the material first as a participant in staff meetings, then as a facilitator in their respective groups. In the final portion of each staff meeting, group leaders asked questions about proposed activities, materials were distributed, and refinements in the presentation of the upcoming modules were proposed and discussed.

The third element of staff training involved a required processing and debriefing session of the two co-leaders with one another immediately after each group session. The purpose of this meeting was to provide for mutual feedback and reinforcement, as well as to air any developing problems in the co-leading relationship and resolve them at an early stage, if possible. An "After the Session Worksheet" was provided with question stems to solicit this type of feedback (see handout #1.1). The discussions of co-leaders in their meetings were kept confidential among each pair, but the worksheet did contain space for their evaluation and immediate impressions of each session. This material was collected by the program coordinators.

This method of training proved to be extremely successful. Perhaps because their feedback was frequently solicited, group leaders become very involved with the project, making many useful suggestions and remaining highly motivated throughout the program. The exchange of mutual support and the somewhat playful atmosphere of the weekly staff meeting provided a strong reinforcement for group leaders and the project coordinators. The openness and mutual problem solving approach helped all of us to feel that we were learning a great deal as the weeks passed. Four months after the conclusion of the program, group leaders were asked, "What did you learn or gain from the experience of leading these groups? What did you learn from leading structured groups like these that you feel would not have been available from experiences in leading other types of groups?" Some of the replies:

> "I learned a great deal about how people cope with their problems. I could see some of their pain, and felt we were doing something to help ..." "I learned to work as a team with my partner (co-leader), we complemented each other well and I learned a great deal from her." "...At times I felt a close comradeship with

students in my group. We went through the same experiences... I could really empathize." "I tried some of the relaxation techniques myself at home and (was surprised)... at how well they worked!" "As the weeks passed I found myself rooting for my group members ... we got very close... I felt sorry to leave them." "I learned to rely on my partner to help me out when the group dynamics got heavy. I developed a real trust in him..." "Most of all I feel I've gained real confidence in some of my counseling skills, the structure (of the sessions) was nice to fall back on--yet there was enough room to go our own way with the discussions."

Using this Manual: The Module Concept. The first version of the manual for the Support and Resource Groups project provided for ten weekly sessions of ninety minutes each. Some of these original sessions covered more than one topic, while some topics were presented more effectively in several sessions. The present manual outlines several self-contained "modules", each dealing with a single topic and requiring various amounts of time to present. We believe three modules, "Time Management:, "Behavioral Self-Management", and "Campus Resources" are presented most effectively in several successive weekly group meetings, thus allowing for homework tasks between sessions or follow-ups after a period of "home trial" with a particular technique. However these three modules, as well as all of the others, may also be presented in the format of a continuously meeting workshop.

Our intention in presenting this manual in its "module" format is to provide the user with a maximum of flexibility. Modules may be completed in weekly sessions as short as one hour in length, or in workshops lasting three to eight hours. Combinations of ongoing groups and longer workshops are also possible with this format and, in fact, the last version of the program presented by the authors before publication of this manual involved a half-day workshop followed by six group sessions of ninety minutes each. The order of modules can be varied according to group needs and time format. We have enclosed two examples of arrangements of modules.we used in each format. (See "Syllabus of Ongoing Group Modules" #1.2 and "Syllabus of Workshop Modules" #1.3). If the workshop form is used we still recommend dividing the participants in small groups of 8-10, each with two co-leaders.

Our experience with the ten-session format suggested that a workshop followed by group sessions may be the best arrangement. "Exit interviews" were conducted with each participant who prematurely terminated their involvement with the ten-session groups. These interviews were done by telephone after the individual was absent from the group for two consecutive weeks. Each person was asked to give their reasons for discontinuing participation in the groups. The interviews indicated two distinct patterns of early termination, each related to a different expressed reason for joining the groups. One type of early terminator joined in order to learn concrete stress management skills (e.g. time management or relaxation techniques). They expressed dissatisfaction with the amount of group time devoted to discussion, self-disclosure, or sharing mutual concerns. Some did not "want to hear about other people's problems" but instead wanted their

group leaders to give more presentations. Such students were often dissatisfied with the perceived slow pace of the program and the length of expected time commitment.

A second group of early terminatiors discontinued participation because they felt there was not enough group time alloted for discussion and self-disclosure. They joined because of the supportive aspects of the group and the chance to affiliate with others. Since approximately two-thirds of each session was used by group leaders to present material, these students were dissatisfied with the perceived lack of time for mutual sharing and support, found many of the presentations "not useful," and wished for a more cohesive, less structured group atmosphere.

A workshop presentation seems to meet best the needs of the former group, while a format of ongoing groups with free discussion time seems most appropriate for the second group of early terminators. We have tried to present the modules in a way that is amenable to both kinds of presentations. Occasionally a module may specify in its "materials" subsection that a certain hand-out is more effective if distributed in the previous session (for weekly groups). In a workshop format we recommend distributing the hand-out at the beginning of the module and proceeding from this point. [Note: the extra time required for participants to read a hand-out or complete a workshop designated as " take-home" is not included in the overall estimated required time for that module.]

The time estimates given allow for only the minimum discussion time to adequately cover the topic. To meet the needs of participants more interested in the supportive and affiliative aspects of the group, more time should be allowed. In weekly group sessions the first five to ten minutes were often used to preview the session, to wait for late comers, or as "warm-up" time. Likewise, the last five minutues were often used to preview the next week's session and distribute materials (this may help to peak interest and keep attendance high). Thus, in a ninety minute session, for example, modules requiring no more than 75-80 minutes should be planned.

Planning for Minority and International Students. These students may feel even more uncomfortable than typical students in semi-structured group situations since they may feel less certain of cultural norms and practices. Also, many foreign students are less accustomed than American students to discussing and sharing their feelings. Group leaders should be aware of this possibility and be sure to make good use of opportunities to facilitate these students' contributions to the discussion. This might include actively inviting the foreign students to talk about how, from their respective cultures, they might perceive the issues at hand similarly and differently.

As for minority students, group leaders should recognize that both institutional and individual racism still exist and that there may well be real bases for the suspicions and hostility that may be expressed by these students concerning how they are treated by the administration, faculty and fellow students. If and when such issues do arise, they are best dealt with directly by using the group discussions as a forum, providing not only an outlet for the minority participants' frustrations but also for a

"consciousness raising" of other group members. Group leaders could greatly improve their preparation for working with minority participants by reading Nieves' short booklet on College Achievement Through Self Help.

Planning for Students with Special Needs. The participants in our groups often included persons with tremendously complex personal and/or environmental problems far beyond the usual ramifications of graduate student stress. The many needs of such persons are difficult, if not impossible, to address in the group setting. Other participants may quickly become resentful if too much time is concentrated on such participants. Group leaders also need to be sensitive to, and trained to handle, the referral of persons whose needs far exceed the group program's sources. We recommend that referral resources be explored before the support groups begin so that appropriate referral can be made for such individuals.

References and Suggested Readings

Butler, H. F. Student role stress in education for the professions. Journal of Occupational Therapy, 1972, 26, 399-409.

Creager, J. A. Predicting doctoral attainment with GRE and other variables (Technical Report 25). Washington, D. C.: National Academy of Sciences, Office of Scientific Personnel, 1965.

Goplerud, E. Social support and stress during the first year of graduate school. Professional Psychology, 1980, 11, 283-290.

Hackman, J. R. Prediction of long-term success in doctoral work in psychology. Educational and Psychological Measurement, 1970, 30, 365-374.

Hill, C. E., Charles, D., & Reed, K. G. A longitudinal analysis of changes in counseling skills during doctoral training in counseling psychology. Journal of Counseling Psychology, 1981, 28, 428-436.

Hirschberg, N. & Itkin, S. Graduate student success in psychology. American Psychologist, 1978, 33, 1083-93.

Johnson, D. W. & Johnson, F. P. Joining together. Englewood Cliffs, N.J.: Prentice-Hall, 1982.

Katz, J. & Hartnett, R. T. (Eds.). Scholars in the making. Cambridge, Mass: Ballinger, 1976.

Kelley, E. L. & Fish, D. W. The prediction of performance in clinical psychology. Ann Arbor: University of Michigan Press, 1951.

Kjerulff, K. & Wiggins, N. H. Graduate student styles for coping with stressful situations. Journal of Educational Psychology, 1976, 68, 247-254.

Knox, W. J. Obtaining a Ph.D. in psychology. American Psychologist, 1970, 25, 1026-1032.

Littlepage, G. E. Relations between admission criteria, academic performance and professional performance. Teaching of Psychology, 1978, 5, 16-20.

Mechanic, D. Students under stress. Glencoe, Ill.: The Free Press, 1962,

Nieves, Lius. College achievement through self help. Princeton, N.J.: Educational Testing Service, 1978.

Rawls, J. R. An investigation of success predictors in graduate school in psychology. Journal of Psychology, 1969, 72, 125-129.

Sekas, G. & Wile, M. Stress-related illnesses and sources of stress: comparing M.D. - Ph.D., M.D. and Ph.D. students. Journal of Medical Education, 1980, 55, 440-446.

Sells, L. W. Sex and discipline differences in doctoral attrition. Paper presented at the Graduate Assembly's Committee on the State of Women, University of California, Berkeley, March 30, 1973.

Handout #1.1

After the Session Worksheet

Name:_____ Date_____

Solo reactions (before discussion with your partner):

--What really went well today?
--What aspect(s) of the activity(ies) made them so successful?
--What didn't work well today?
--What could have been done to avoid or minimize these flops/near misses?
--How did you feel as you led the group at different points today?

Re-reactions (after discussion of the above points with your co-leader). Anything you'd like to add or change?

For co-leaders only: How well did we work together today?
I was glad you_____.
I was scared/upset/wondering about____when you____.
I think I need to ____for next time.
I think you might____for next time.
We really blew their socks off/should be pleased with____.
For next time we need to work on___.
For next time I'd like you to help me to___.

Handout #1.2

Syllabus of Ongoing Group Modules

Suggested format for 10 ninety minute group sessions.

Session #:	Modules Presented:	Chapter:
1.	Group Introduction and Orientation	2.
2.	Stress Self-Assessment	3.
3.	Campus Resources, Relaxation Training I	4. & 5.
4.	Self-Efficacy, Relaxation Training II	4. & 6.
5.	Cognitive Restructuring	7.
6.	Behavioral Self-Management I, Social Support	9. & 8.
7.	Behavioral Self-Management II, Time Management	9. & 10
8.	Behavioral Self-Management III, Relaxation Training III, Time Management Follow-Up	4., 9. & 10.
9.	Professional Development	11.
10.	Termination and Evaluation	12.

Note: All sessions after the third one may contain one or more Campus Resource Reports.

Handout #1.3

Syllabus of Workshop Modules

The following is a suggested format for a half-day workshop:

12:30--1:00 Welcome, overview, assignment to small groups and rooms

1:00--1:45 Group Introduction and Orientation (Chapter 2)

--name learning game

--assessing strengths exercise

Break (5 minutes)

1:50--2:30 Stress Self-Assessment (Chapter 3)

--stressful life events

--role conflict and family stress

2:30--3:00 Relaxation Training (Chapter 4)

3:00--4:00 Cognitive Restructuring (Chapter 7)

4:00--4:15 Relaxation Exercise (minimal group leader prompts)

Break (5 minutes)

4:20--5:15 Social Support (Chapter 8) and Free Discussion Time

5:20--5:30 Wrap-up (reassemble in large group)

Chapter 2

GROUP INTRODUCTION AND ORIENTATION

Goals: In this module the group members become acquainted with each other and with you, group cohesiveness will begin to be established, a supportive atmosphere will be created, and group members will be given clear information about what to expect from the program.

Materials: Small pad of scratch paper, pieces of which can easily be folded to place in a wallet or purse. Pencils, newsprint, and marker or blackboard and chalk.

Time Estimate: Approximately one hour, probably more for groups with more than 8 members.

A. Introduction (10 min. plus 3 minutes for each participant). As group leaders you begin by introducing yourselves, modeling appropriate self-disclosure by sharing your own hopes for the group and a little bit of your background. Then you should give a brief overview of this module. Next, to keep things "light", have each participant identify a vegetable to associate with their first name. Move around the group having each person repeat the name and vegetable of whoever preceded them, then adding their own name and vegetable. Continue around the room, building an ever longer list of name/vegetable associations. Finally the last group member must name all of the others' names and vegetables. [We found the "vegetable game" to be a good ice breaker and group "energizer", but there are many other equally effective exercises of this type.]

After the vegetable game, ask each participant to tell the group a bit about themselves, perhaps relating information such as their major, home-town, interests, etc. Be sure that each participant also talks about why they are interested in the group and what they hope to gain from it.

B. Group Goals (10 min.). In the previous discussion you may want to ask participants a question or two in order to solicit as precisely as possible their expectations. In this section the important task of group goal setting is accomplished, based on these expressed expectations. After all members have been given the opportunity to speak, you should pull this

information together. Any unrealistic expectations should be disconfirmed. The appropriate expectations of the group should be translated into shared goal statements and written on the blackboard. You may then add others to the list that were not previously mentioned. The goals may include:

--learn the knowledge and skills necessary to gain the most from my graduate experience

--learn about the specific factors that cause stress in my life

--learn to reduce the stress due to each of these factors

--learn coping strategies which help deal more effectively with those areas that cause difficulties

--learn about campus and community resources

--learn how to give and receive support from fellow group members

Indicate that each session will end with a preview of the next one. State that your primary emphasis throughout is upon self-efficacy -- that is, upon teaching skills enabling participants to help themselves, skills which can be practiced long after your time together is finished. We believe in working primarily with the strengths that one already possesses, learning to use them more effectively and appreciating the fullness of one's abilities -- rather than dealing with weaknesses. Each person is a resource for the others in the group.

Inform group members about any research or evaluation component of the program they will be expected to participate in, about "Exit Interviews" if used (see Chapter 12 "Termination and Evaluation"), about confidentiality policies, and about "no-show" policy (e.g. calling in advance if they know they cannot attend).

C. Assessing Strengths Exercise (20 min.). Have group members write on a slip of paper things that they do well-- not achievements, but personal strengths and skills. Provide examples like: I can usually remain calm in a crisis, I am tolerant of opposing viewpoints, I perservere. etc. The slips are then placed in a pile in the center of the group. Group members draw out a slip, other than their own, until each person has one. These slips are then read aloud. Discuss how hard it is to compliment oneself. We are taught to be very self-critical and to avoid "bragging". Ask group members if any new strengths occurred to them as they were hearing the lists being read. [Our experience with this exercise was very positive in all our groups. Amazingly, some participants found it hard to list as few as three strengths for themselves, but upon hearing some of the others' strengths found that many applied to them as well. This experience was often a strong morale booster for the participants.]

D. Individual Goals Group members should reflect on the goals for the groups and their personal strengths, and then should list on a sheet of paper to keep in their wallet or purse for future reference, 1) two or three of their own competencies and 2) two or three changes they would like to

make with the help of this program. Invite group members to ask questions if they are unsure whether their desired changes fit the program's plans. These personal goals will be used often in further modules, so participants should save their goal lists for future use.

E. Peek at the Future (15 min.). Give the participants the following instructions: "Imagine that your graduate school career has just ended happily. You are now reflecting back upon your experiences of the last few years. Jot down five or six of the things which you are most pleased happened during those years. List the things you value most about your experience. What would you say were the most important things that happened to you?"

Have participants share their fantasies with the group. Ask them to add two or three goals to their personal goal list, based on their wished-for future in this exercise. Discuss what it is that may be blocking these dreams from being realized.

References and Suggested Readings

Johnson, D. W. & Johnson, F. P. Joining together: Group Theory and Group Skills. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Chapter 3

STRESS SELF-ASSESSMENT

Goals: By the conclusion of this module participants should be able to identify the major sources of stress in their lives, and began to understand approaches for minimizing the effects of each one. They should share with their fellow group members some of the particular stressors that cause the most difficulty in their lives, doing so in an atmosphere of trust and support provided by the group.

Materials: Stress self-assessment (See "Life Changes" #3.1) handed out in the previous meeting and completed by participants before this session.

Time Estimate: 60 minutes.

A. Introduction (60 min.). One of the most difficult aspects about talking about "stress" is the lack of any precise definition of what it is (Scott & Howard, 1970). We may know what it feels like to be "stressed", but this feeling occurs for people in many different circumstances. One possible view of "stress" holds that it is a subjective feeling that occurs in people as a response to two different kinds of events: they perceive that their capabilities are exceeded by various demands placed upon them by their environment, or they perceive that important needs are not being met by their environment. Either or both of these possibilities might lead a person to feel "stressed". You should emphasize the importance of "environmental fit" and individual differences in varying situations. Next, participants should make two lists of their experiences, one of stresses from too many demands, the second of unmet needs. You should try to be as supportive and empathic as possible as these are disclosed.

B. Self-Assessment (30 min.). One measure of a person's stress level could be the relative number and severity of both kinds of these stress-producing events in their lives (Scott & Howard, 1970). The self-assessment instrument, handout #3.0, is an attempt to measure stress of a very specific kind--life change. Life changes are stressful because they require great expenditures of energy as a person adapts to new circumstances after the change (Holmes & Rahe, 1967). Discuss participants' reactions to handout #3.1. The following points may be useful topics:

--Many changes in stable patterns are potential sources of stress because they require us to change our usual patterns patterns of behavior.

--The points were assigned to each life change on the basis of how much adaptation such a change requires of the average individual (correlational studies with physical illness).

--Note that the list contains several items which most people would experience as pleasant e.g., "outstanding achievement". Nevertheless, these require adaptation and coping from the individual and therefore are potentially stressful.

--Are there any item or point totals which surprise you? Items have high point value if they require us to adapt a large number of behaviors across many of our roles. For example, moving to a new city means changing homes and work settings and may involve changes in relationships with family and friends.

--Notice how many of these life changes are unavoidable for the average first year graduate student (or any graduate student). How many life change points does one acquire just by entering graduate school?

--Change in itself is not a bad thing. There can be no growth without change. It's the overwhelming amount of change, and then it only predisposes one to illness. The actual impact of these factors depends upon coping skills, and many of these skills can be learned.

C. Using self-assessment knowledge (10 min.). Participants have now identified areas of stress in their lives and shared some of these with their fellow group members. The discussion should now turn to some of these points.

--It's not "sick" or "abnormal" for graduate students to experience stress; there is also no such thing as immunity to these stresses. Everybody has a "breaking point". Telling ourselves that we are "weak" or "abnormal" is itself a source of great stress and is only counterproductive.

--Point totals for approximate estimates of life change stress (Girdano & Everly, 1979):

low - 0-150
moderate - 150-300
high - 300+

In evaluating such a measure we must always keep in mind that there are vast individual differences in tolerance for a specific kind of stress, and in the learned coping skills of persons we may be comparing.

--Knowledge is power. Realizing that a particular situation is stress-provoking, we can take steps to minimize the number of such situations (in some cases) or , if they are unavoidable, we can take steps to bolster our coping defenses. An example of this would be persons who, knowing they become very lonely in new settings, share some of these fears with close friends prior to the move and contact them often for support during the initial adjustment period.

--What has helped you cope in the past? (Members share strategies with the group). Maximize the opportunities to exercise these coping skills in stressful times.

D. Role Conflict (10 min.). This special type of pressure can be a source of severe stress. Basically, it occurs when two or more of our "roles" make demands upon us that are mutually exclusive. For example, our spouse may want us to spend time with him/her at the same time a big project is due at school. We may feel guilty about not spending more time with our children or other loved ones, yet the demands of our role as student prevent this. Discussion points:

--Write on blackboard or newsprint a list of role conflicts experienced by group members.

--How does graduate school take its toll on marriages and/or other important interpersonal relationships?

--When the list is completed, ask group members how stressful each conflict was and the coping strategies that were most helpful.

--Discuss ways of coping--time management skills, direct communication of feelings and needs of significant others, and assertiveness skills are often extremely helpful.

--Prioritizing goals and needs, together with being planful can be a very helpful coping strategy.

References and Suggested Readings

Goldberger, L. & Breznitz, S. (Eds.). Handbook of Stress. New York: Macmillan 1982.

Holmes, T.H, Development and application of a quantitative measure of life change magnitude. In J.E. Barrett, R.M., Rose, & G.L. Klerman (Eds.). Stress and Mental Disorder. New York: Raven, 1979.

Holmes, T.H. & Masuda, M. Life change and illness susceptibility. In B.S. Dohrenwend & B.P. Dohrenwend (Eds.). Stressful life events: Their nature and effects. New York: John Wiley and Sons, 1974.

Holmes, T.H. & R.H. The Social readjustment rating scale. Journal of Psychosomatic Research, 1967, 11, 213-218.

Girdano, D.A. & Everly, G.C. Controlling stress and tension: A holistic approach. Englewood Cliffs, N.J.: Prentice Hall, 1979.

Scott, R. & Howard, A. Models of stress. In S. Levine & N.E. Scotch (Eds.) Social Stress. Chicago: Aldine, 1970.

Handout # 3.1

Life Changes*

Below are listed events which occur in the life of the average college student. Circle each item that has happened to you in the last 12 months. Record point totals to the right of each item. Give yourself double the point value for events that happened twice, etc. in the last 12 months.

Life Event	Point Value
death of a close family member	100
jail term	80
final year or first year in college	63
pregnancy (to you or caused by you)	60
severe personal illness or injury	53
marriage	50
any interpersonal problems	45
financial difficulties	40
death of a close friend	40
arguments with your roommate (more than every other day)	40
major disagreements with your family	40
major change in personal habits	30
change in living environment	30
beginning or ending a job	30
problems with your boss or professor	25
outstanding personal achievement	25
final exams	20
increased or decreased dating	20
change in working conditions	20
change in your major	20
change in your sleeping habits	18
several-day vacation	15
change in eating habits	15
family reunion	15
change in recreational activities	15
minor illness or injury	15
minor violations of the law	11

Score:_____

*(Adapted from Holmes & Rahe, 1967) Girdano, D.A. & Everly, G.C. Controlling stress and tension: A holistic approach. Englewood Cliffs, NJ:Prentice Hall, 1979, p. 56.

Chapter 4

RELAXATION TRAINING

Goals: In this module participants learn a simple method of progressive muscle relaxation which they can use for relief of anxiety produced tension. Participants will become adept at using this technique as your relaxation producing role as group co-leader is gradually "faded" and learn to produce the relaxed state entirely on their own.

Time Estimate: 75 minutes, distributed over three time periods

Materials: Copies of "Muscle Relaxation Response Outline" #4.1 and "Wallet-size Muscle Relaxation Outline" #4.2

A. Introduction (5 min.). The basic principle of this technique is that it is impossible to experience psychological arousal or anxiety simultaneously with a relaxed bodily state. Thus, if the musculature of our bodies can be brought to a state of deep relaxation, feelings of psychological anxiety will be reduced. Learning the "relaxation response" is an important stress management skill because it can help individuals control sudden episodes of anxiety, become more relaxed in the situation, and think more clearly in evaluating possible solutions for the problem. Of course, one of the most important reasons to learn the "relaxation response" is that, with just a little practice, one can produce a very pleasant, refreshing, and calming state of mind/body experience.

B. Inttial learning (25 min.). After you have made the previous introduction, have the group members lie down or sit in as comfortable a position as possible. Lights should be dimmed. It is important to realize that some participants may feel very anxious as this exercise starts. An atmosphere of playful exploration helps to reduce these initial fears. Try to maximize each participant's feeling of personal space by having them close their eyes and sit as far apart as possible. If sitting, have them face outward from the circle. If lying down, it's probably best to have participants lie with their feet pointing outward around the perimeter of the room. As soon as they are comfortable, begin your relaxation response "induction". [There are many excellent examples in the literature of induction procedures. See our "References and Suggested Readings" for a specific example. We recommend that you thoroughly familiarize yourself with one of these, and then use an outline in the actual

group session similar to the one provided in handout #4.1 "Muscle Relaxation Response Outline". With this module, especially, we feel that there is no substitute for actual experience with the technique before using it in the groups. You should practice with your co-leader or other staff members, particularly to develop a slow, sonorous, almost hypnotic vocal tone and a good sense of timing. Rushing too quickly through the verbal prompts was the most common mistake in our experience. (one of our staff complained that his co-leader nearly hyperventilated him while they practiced the initial deep breathing techniques!) It is difficult to go slowly enough when you yourself are not participating in the exercise. One way to space yourself properly is to use your co-leader who is participating in the exercise. Have him or her silently raise an index finger when he or she completes each phase of the induction per your instructions. If your partner takes time to actually achieve relaxation in each succeeding muscle group, you will have a reasonable guide for your pacing.] When you have finished the exercise, give each group member a copy of handout #4.1, "Muscle Relaxation Response Outline". Encourage them to try the technique at home before your next meeting.

C. "Fading" the Group Leaders (20 min.). Hopefully, most of your group members were able to achieve a state of greater relaxation in their first experience with this technique. Most participants will not begin to experience really substantial benefits until they have had two or three chances to utilize relaxation techniques; however, and most importantly, not until they have learned to produce the relaxed state entirely on their own are they likely to make use of it outside their group experience. Therefore, in the next group meeting or later in the workshop, you should lead the participants through the induction again. This time reduce the extent of your prompts. Be concise without speeding up your overall pace. Group members are to "take over" some of the role you previously performed for them. They should be giving themselves some of the prompts you provided in the last session. When you have finished this second induction, hand out copies of "Wallet-Size Muscle Relaxation Outline" #4.2. It will serve as an extremely brief reminder of the sequence of steps in the relaxation technique. Group members can carry this copy with them and will find they need to refer to it less and less often as they practice relaxation techniques for themselves.

D. Practice Makes Perfect (20 min. if subsequent group sessions are held). By now the relaxation technique should be a pleasant aspect of your group meetings. During this third induction you will play a very minimal role as facilitator of the exercise. You should simply give an overall sequence of muscle groups and sense of proper pacing with your prompts. For example, "Now let's move to your upper leg, relax these muscles as you've learned to do. (pause) ...Now let's relax your back muscles..." etc. [In our experience it took three practice sessions before group members reported using the technique outside the group in substantial numbers. Of course, you may want to provide additional practice opportunities or "booster sessions" later in your program.]

References and Suggested Readings

Girdano, D.A., & Everly, G.S. Controlling stress and tension: A Holistic approach. Englewood Cliffs, N.J.: Prentice Hall, 1979.

Handout # 4.1

Muscle Relaxation Response Outline

Purpose: to alleviate anxiety by a controlled, systematic relaxing of the major muscle groups of the body. Muscle relaxation and the perception of anxiety cannot be experienced simultaneously.

A quiet room where you are not likely to be interrupted, with lowered lighting is best--but the deeply relaxed state can be achieved anywhere with a bit of practice.

Assume a comfortable position and begin to breath deeply, holding the breath for a period, and then slowly exhaling through your mouth. Do this for four or five breaths, inhaling as deeply as possible, then slowly exhaling. Continue deep breathing as you...

Proceed through the following "cycle" for each muscle group listed below. Contract and tense the muscle for five seconds until it feels uncomfortable--then relax. Feel the immediate comfortable release of tension as you relax, the relaxed sensation of warmth flood over that particular muscle. Focus your attention on the contrasting feelings as you repeat the procedure once more with the same muscle. Concentrating on the difference between the tight, tense, contracted state and the warm, relaxed, resting state. Contract each muscle for five seconds, relax for fifteen seconds, tense the muscle again for five more seconds, and then relax for fifteen seconds before going on to the next muscle or muscle group.

hands: make a tight fist with both hands (two times),
spread fingers wide apart, stretching the back of the wrist (two times).

biceps: flex biceps "muscle man" style (two times).

triceps: flex tricep muscle by "locking out" elbow, feel back of upper arm tighten (two times for all remaining muscle groups).

feet: make "stepping on gas pedal" motion to tighten calf muscle.
point toes upward toward face and feel front of shin tighten.

thigh: "lock" knee and feel quadri cep muscles on top of thigh tighten.
for hamstrings, bend leg slightly at knee, push heels down into floor (if lying down) or back against legs of chair (if sitting).

stomach: tighten as if bracing for a punch.

back: arch back upward and outward (be careful, not full strength!).

shoulders: shrug upward as if to touch ears.

neck: roll gently in circle, no muscles are contracted, only loose roll.

face: make a tight frown with every muscle (also two times).
: arch eyebrow using muscles of forehead and scalp (two times as w/others).

mind: imagine a tranquil scene, breathe deeply, say "calm" to yourself as you exhale, add vivid details to the scene as you wish...

Handout # 4.2

Wallet-size Muscle Relaxation Outline

Breathe slow and deep 4X
Hands: fist, spread 2X
Biceps: flex 2X
Triceps: flex 2X
Feet: "step on gas" 2X
point toes at chin 2X
Thigh: lock knee 2X, push
heels into floor 2X
Stomach: tighten 2X
Back: arch upward 2X
Shoulders: shrug upward
Neck: roll gently in circle
Face: make tight frown 2X,
arch eyebrow 2X, "set"
jaw 2X. Imagine scene.

Chapter 5

CAMPUS RESOURCES

Goals: To familiarize participants with resources on their campus and in the surrounding community that are potential sources of help for specific problems they may experience. By investigating these resources themselves, participants learn helpseeking behaviors and a sense of self-efficacy in problem solving. This exercise also builds group cohesiveness.

Time Estimate: 10 minutes per resources report.

Materials: List of campus and community resources for each participant.

A. Introduction (5 min.). "Both research studies and the experience of Residence Life personnel on many campuses indicate that many students often spend their entire academic careers unaware of the vast majority of helping services and extra-curricular opportunities available to them. This deficit of knowledge can have several unfortunate effects. Most obviously, students may struggle with a problem on their own when professional helping services are readily available. Often considerable time, effort and stress result from simply being unaware of effective sources of help. Secondly, the impact of loneliness and lack of connection with one's new environment, which are sources of stress for so many graduate students, can be greatly ameliorated by meeting others through participation in various campus activities-- if one is aware of them. Lastly, untold opportunities for personal growth and enrichment are lost if a student remains unaware of the opportunities for education outside the formal classroom which abound on every major college campus." We found that the preceding introduction was an effective way to begin this module. Next, give each participant a list of campus and community resources similar to the one we have included (See "Resource List" # 5.1). [We suggest that you spend a good deal of time researching the resources for your list. Paging through local phone books and orientation booklets are good ways to start. Any potential resource for stress reduction, personal growth, or useful information for coping makes a good candidate for inclusion in your "Resource List".]

B. Investigating (10 min.). There are more potential resources than one person could possibly investigate alone, but the power of the group can be brought to bear on the problem. Have each participant select a resource he or she is interested in finding out more about. It is

then his/her responsibility to investigate this resource on behalf of their group. [If two group members were strongly interested in the same resource, we allowed both of them to select it provided they conducted their investigation as a team. We broke up large resources into more manageable bits. For example, the Counseling Center was divided into "Personal Counseling Services", "Testing and Disabled Student Services", "Vocational and Academic Services", etc. Likewise the services of the Student Union were apportioned into several separate resources.]

C. Reporting (15 Min.). After each participant has selected a resource to investigate, all group members are given the opportunity to direct questions to their colleague who has selected a particular resource, thereby giving him or her a specific list of information to gather. For example, Sue may have chosen the campus health center as her resource. Group members would then give Sue a series of questions which they would like her to answer in her investigation of the health center such as, "I've heard they have a dental clinic. Is that true?", "Can spouses of students use the services too?", "What are the charges?", etc. Sue would take notes as the group gives her the list of questions. In this way, Sue serves the entire group as well as her own need for information about the health center. A group of standard questions for all resources may be given to each participant. These may include hours of operation, location, phone number, etc. [We also found it helpful if participants asked the personnel at each resource, "What kinds of problems/persons most frequently approach your service, but must be referred elsewhere?" "What situations is your service not appropriate for?" After each group member has a clear idea of the kind of information to be gathered from their resource, dates are chosen for reporting. One or two "resources reports" are given at the close of each group meeting by the investigator for a particular resource. In addition, a simple one-page handout should be prepared to be distributed to the rest of the group (See "Sample Resource Report" # 5.2). One staff member should prepare a sample resource report to be distributed to group members so that they have a clear understanding of what is expected and do not feel that this task will be a major commitment of time--rather it should be an interesting and fun experience for them. The accumulated resource reports become a resource "manual" for each group participant. [We were able to provide the copying service for all the resource reports and distributed them to all of the program participants. Many participants found that this "manual", constructed by themselves and their colleagues, was a very valuable reward in itself for taking part in the program.]

References and Suggested Readings

Fischer, E.H, & Turner, J.L. Orientation to seeking professional help: Development and research utility of an attitude scale. Journal of Consulting and Clinical Psychology, 1970, 35, 79-80.

Tinsley, H.E.A. de St. Augin, T.M., & Brown, M.T. College students' help-seeking preferences. Journal of Counseling Psychology, 1982, 29, 532-533.

Handout #5.1

Sample Campus Resources List

Counseling Center

- Reading and Study Skills
- Career Counseling
- Personal Counseling Services

Intramural Sports Facilities

International Student Center

Career Development Center

Off-Campus Housing

University Cummuter Services

Student Union Minicourses and Craft Center

Campus Health Center

Women's Studies Center

University Fine Arts Productions

Computer Science Center Consultants

Campus Ministries

Children's Day-Care

Campus Assistantships and Financial Aid Services

Student Government Organizations

Student Union Equipment Rentals

Tutorial Services (English Language and Statistics)

Legal Aid Office

Sample Resource Report # 5.2

1. AGENCY: Office of International Education Service

2. LOCATION: South Administration Building, Room 2115

3. DIRECTOR: Ms. Valerie Woolston

4. TELEPHONE NO: 454-3043

5. SERVICES AVAILABLE:

   a) Adminission and placement of international students
   b) Advising and counseling for academic concerns
   c) Immigration assistance and advising
   d) Study abroad opportunities, including travel and work abroad

6. SERVICES COMMONLY REQUESTED BUT NOT AVAILABLE:

   a) Counseling for personal social concerns (i.e. formal counseling)
   b) Financial aid (only short term emergency loan available)

7. ANSWER TO GROUP'S QUESTIONS:

   a) Do they help only foreign students? No, they also provide assistance to Americans going abroad to study, including faculty.

8. ADDITIONAL COMMENTS/OBSERVATIONS: Counselors helpful, secretarial staff's helpfulness varies - you may have to see counselor to get your questions answered.

Chapter 6

SELF-EFFICACY

Goals: By the conclusion of this module participants should understand the concept of personal self-efficacy and the importance of developing a sense of self-efficacy and planfulness in their graduate school environment. They will become acquainted with the typical barriers to a sense of self-efficacy and the spiraling stress generated by decreases in self-efficacy. Participants should also gain a knowledge of the areas in their lives in which their concepts of self-efficacy are particularly strong or particularly weak.

Time Estimate: 60-70 Minutes.

Materials: None needed.

A. Guided Imagery (20 min). Have participants close their eyes and get as comfortable as possible. Explain that you are going to lead them with short prompts to imagine, as vividly as possible, a situation involving a problem that was resolved better than they had expected it would be. Preferably this situation was one in which they had to deal with the bureaucracy in a large institution and, through their own efforts--not by mere good fortune, the problem situation was resolved in a satisfactory way. The best situations to work with are those in which there was some initial apprehension. Once they have picked such a situation, lead them through the exercise with the prompts below, being sure to allow enough time between each one for participants to fully imagine the situation. Encourage them to imagine, to actually relive, the situation as vividly as they possibly can.

--Do you all have a situation in mind? If not, raise your index finger.

--Good! Now put yourself back to the morning of the big day. Recall as clearly as you can any fears you may have had as you thought on that day of the task ahead.. possible annoying outcomes?... possible dreadful outcomes?

--Recall your feelings and thoughts just before you entered the confrontation situation. What were your surroundings like?...Was anybody else with you? ...What were you thinking was about to happen?

--Try to see yourself as you were in the confronting situation... Were you standing? sitting? talking on the phone? ...Feelings of tension or anxiety you may have had?

--Visualize your surroundings in that moment of being in the situation as vividly as possible, all the details of the office or wherever you were ...What was the other person wearing?...What were he/she doing as the situation progressed?

--Now relive what you said. How did you make your request?...the tone of your voice?...your feelings as you talked?...how your body felt...the reactions of the other person...all of your feelings? Fix in your imagination the reactions of the other person after you presented your case, and then your initial reaction...

--When did you first sense that it was going to be OK? What were your reactions and feelings?...Relive these now as you imagine them as vividly as possible.

--What did you tell yourself as you left or the situation ended?

--Now, recalling the entire experience, what parts would you want to be sure to do again in future problem situations of the same type?"

[A frequent pitfall in leading this exercise is to proceed through the prompts too quickly. In order to be sure participants have had adequate time to fully imagine the scene as the prompt directs, group leaders may wish to instruct them at the beginning to raise their index finger at any time during the exercise if they wish to proceed more slowly.]

B. Processing the Imagery (10 min.). Have participants share their experiences in the imagery, particularly the "be sure to do again" aspect of their situations. As several of these are shared, use them as illustrations of statements exhibiting a personal feeling of self-efficacy. Explain to the group the concept of self-efficacy (Bandura 1977; White, 1959; Seligman, 1975). It may be helpful to have group members add to the list of self-efficacy statements which was generated after the imagery exercise, now that they have a clearer understanding of the concepts.

C. Self-Efficacy and Stress (25 min.). Discuss the concept of "mastery" and "competence" (White, 1959). Give special attention to the idea that our sense of self-efficacy is learned, in large part, from our accumulated mastery experiences. Each of these mastery experiences often involves anxiety and can be resolved in two different ways. Suppose, for example, that you must lead a class discussion for the first time. The situation demands a new behavior from you, and you are uncertain and anxious about your ability to perform. One means of resolving the anxiety would be to avoid the situation and its behavioral demands, e.g., by dropping the course, or by not signing up for such a class in the first place. You may also resolve the anxiety by confronting the situation and trying to lead the

class discussion as best you can. Avoidance is frequently the most attractive short-term solution because it offers immediate relief from the anxiety. Confrontation may actually increase our short-term fears once this decision has been made. Avoidance over the long run may involve the greatest amount of anxiety, however, because each time we are reintroduced into the same problematic situation our anxiety is as high, or higher, than it was originally. Confrontation leads to a reduction in anxiety if the situation is mastered, and virtually guarantees that the next experience will be less stressful. Confronting the situation holds the possibility for enhancing our sense of self-efficacy. Avoidance behavior does not. The "paradox of anxiety" is a useful label for the avoidance/confrontation choice. The course that is most stress reducing in the long run is often the most stress provoking in the short run.

Choosing either of the two courses tends to be self-reinforcing and make it more likely that a similar choice is made in the next anxiety-provoking situation. Confrontation/mastery experiences give us the courage to face the initial enxiety again and master new problem areas because our previous persistence was rewarded. Avoidance behavior is also self-rewarding because of its immediate anxiety-reducing potential. Although remember, all patterns of behavior can be changed and new patterns can be learned! You may wish to discuss some of the following points next:

What can people do to help themselves to make the "confronting" choice in a "paradox of anxiety" situation?

If having more mastery experiences helps build our sense of self-efficacy, how can a new and/or struggling graduate student get more mastery experiences? (e.g. you could divide tasks into small, easier-to-master chunks, do the easiest part first to build your confidence, etc.)

All the new demands of being a graduate student flood us with many "paradox of anxiety" situations at a time when we may be really questioning our sense of competency. It's not surprising we feel so much stress at these times. How does "graduate school self-efficacy" develop from this state of affairs? (e.g., mentoring, discussions/comparisons with peers, supportive friends, etc.)

What are the different kinds of stress likely to be felt by people with a high sense of self-efficacy and those with a low sense of self-efficacy?

To what extent are "great" or "successful" people in possession of truly superior talents, or are they just like the rest of us except for stronger feelings of self-efficacy?

Have women or members of certain minority groups, through traditional socialization, been led to feel less self-efficacious than other groups?

D. Retrospects and Applications (10 min.). So far your discussion with group members may have touched only on theoretical points or prospective "what if" situations. You may wish to close this module on self-efficacy with a more concrete analysis of a past situation in the group members' lives. This situation should demonstrate to many of them that they often behave with more self-efficacy than they may previously have believed. Ask the group to do the following, "Remember a time in the last several years when you had a particularly good and satisfying relationship with a particular person. Fix this person as clearly as you can in your mind and try to remember all the pleasant aspects of the relationship. What good things did this relationship provide for you? (pause) Now try to remember back to the time when this relationship was just starting or just beginning to deepen and take on its satisfying character. What did YOU do to cause this blossoming? This question may surprise you, but after all there were two of you in the relationship and you were certainly doing something to bring about the pleasant change. What did you do?"

Take some time between each of the prompts, almost as you did in the guided imagery earlier. Your goal is to get each group member to realize that the relationship didn't "just happen" as we so often may believe. They were agents in bringing about the development of the relationship. This realization should give many of the group members a powerful feeling of their own self-efficacy. The social support from relationships with special people in our lives can have a powerful buffering effect on stress effects (see chapter 8). Perhaps the knowledge that they can be effective agents in bringing about these supportive relationships will encourage group members to utilize more extensively the skills they identify in this exercise.

References and Suggested Readings

Bandura, A. Self-Efficacy: Toward a unifying theory of behavioral change. Psychological Review, 1977, 84, 191-213.

Seligman, M.E.P. Helplessness. San Francisco: Freman, 1975.

White, R. Motivation reconsidered: The concept of competence. Psychological Review, 1959, 66, 313-324.

Chapter 7

COGNITIVE RESTRUCTURING

Goals: By the conclusion of this module participants should understand the viewpoint that cognitions, and not precipitating environmental events, are the "cause" of affective feeling states. In other words, it is what we think about some event that has happened to us that makes us feel depressed, anxious, happy, etc. and not the event itself. From this perspective, changing the cognitions so that they contain less irrational or overgeneralized kinds of self-statements is an effective way to reduce stress and lessen the impact of negative emotional reactions. Participants should be able to separate the irrational components from typical self-statements and substitute more logical, accurate components with a cognitive restructuring approach. They will practice separating the irrational from the accurate components in their own self-statements by applying cognitive restructuring methods in actual stressful situations. They should understand the concept of a "self-fulfilling prophecy" and how to do simple thought stopping exercises to break a pattern of "catastrophizing" chains of thoughts.

Time Estimate: 75 minutes.

Materials: Copies of a list of typical irrational, overgeneralized self-statements. Copies of self-statement vignettes.

A. Introduction (15 min.). Present the following concepts to participants: The things we "tell ourselves" in a given situation, can have a powerful effect on our physical and emotional reactions to events. When researchers have asked experimental subjects, for example, to imagine frightening situations as vividly as possible, many of the subjects manifest physical reactions such as increased blood pressure, muscle tension, sweating palms, etc. that are indistinguishable from the physical reactions of persons who are actually in danger. Consider for a moment what your reaction would be if a strange teenager suddenly leaped from behind some bushes and pointed an ominous looking gun at you and your friend. What would you feel in this situation? What would your friend feel if the stranger was (unknown to you) your friend's younger brother holding the water pistol your friend had just yesterday given to him as a gift? The

point of this example is that it is not the event that makes you anxious or frightened, rather it is what you think about the event and what you expect to happen next which leads to the specific emotional reactions you may experience. Shortly we will show that this is true of many other emotions, and not just anxiety or fear.

We are encouraged in our upbringing, in many cases, to expect a great deal of ourselves; perhaps to some extent that is why we are all in graduate school--because we spur ourselves on to do the best possible job. We're not easily satisfied with "good enough" and have learned to be very self-critical at times. When we find ourselves in new environments such as graduate school, we are often uncertain what to expect and not sure we will be able to meet the demands of the many new situations that confront us. Uncertainty about our ability to meet new demands, to "perform", can lead us to imagine lots of disasters and terrible consequences. Some of these situations may be so vivid for you that you can actually recall the words that you "told yourself" at the time. (Have group members share some of their self-statements in these situations. Encourage them to be as specific as possible about the self-statements so that actual sentences are generated, as opposed to vague feeling states. Be as supportive as possible, pointing out how common these kinds of self-statements are. At this point your object is to make as extensive a list of statements as possible without being evaluative.) [Here are a few examples of self-statements generated in our groups: "When I first came to my department I thought, 'They're all so smart compared to me. I must be the dumbest person they accepted here'". "After my boyfriend and I broke up I thought, 'I'll never be in love again after this.' ". "I was really unprepared for one of my first final exams. As I sat there taking it I remember saying, "I wish I'd studied harder. I goofed off so much this semester it cost me any chance for a decent grade in this class. Now I'll probably have to take it again next semester and that will put me behind in the program, not to mention that others will think I'm an idiot.'" "What in the world made me think I could compete successfully in a department as tough as this one. I'm in way over my head."]

B. Cognitive Restructuring (15 min.). Albert Ellis (Ellis and Harper, 1975), has stressed the importance of these self-statements in his theories. Self-statements are one type of "cognition" we may have. According to Ellis, problem situations are composed of three parts: (A) the activating event, which is usually a negative occurrence in our enviornment (a disappointment, rejection, or negative evaluation of our performance, for example); (C) reactions, usually highly charged negative emotional reactions follow negative activating events--fear, anger, frustration, loneliness, or feelings of inadequacy, for instance: (B) our cognition about the activating event, i.e. our belief system, our expectations, and the kinds of "self-talk" statements we make. Most people mistakenly believe that it is the event (A) which "causes" the reaction (C). From our previous water pistol example we know that this isn't so. What two different people think in response to exactly the same event may lead them to completely different reactions. The event (A) triggers certain cognitions (B) and these lead to emotional reactions (C). The importance of this different way of analyzing situations is that, while we often have little control over events in our environment, we have great control over our cognitions if we choose to exercise it. Ellis tries to

show people that many of their cognitions are irrational and often do not conform to the available evidence, and thus cause needless pain and stress in their lives. Here is a list of self-statements all of us have used at one time or another. For a moment be as critical, logical, and rigorously rational as you can be. Nearly all of the statements contain some element of truth, but they also contain examples of exaggeration, of overgeneralizations, and of cases in which, logically, it is unreasonable to hold the belief stated in the sentence. Try to separate the accurate from the inaccurate in the statements, the logical from the illogical. Practice restating each one in more appropriate terms. (Hand each participant a copy of "Common Irrational Self-Statements" handout #7.1. Have the group practice reformulating each one.) [Handout #7.2 represents our attempt to revise the statements. You may want to distribute it to the participants after they have had a chance to reformulate the statements on their own, or simply use it for your own reference in leading this part of the discussion.]

C. Using Cognitive Restructuring to Reduce Stress (25 min.). If cognitions lead to emotional reactions of one sort or another concerning an activating event, and different self-statements vary in the degree to which they include irrational elements, can it be that the more irrational self-statements lead to a different kind of emotional reaction than the more rational ones? What do you feel as you tell yourself each kind of statement? What kinds of actions are likely to follow from each kind of self-statement? (Discuss the above points with group members. Be sure that they understand that a given self-statement is neither all "rational" nor all "irrational", rather we believe that a continuum exists. As a cognitive pattern contains more overgeneralizations and irrational components, more severe negative emotional reactions become likely, and the person is generally less and less likely to be able to take constructive actions to ameliorate the situation.)

One unfortunate aspect about self-statements that contain irrational elements is that they tend to generate still further self-statements that can contain even more irrational, inaccurate elements. Soemtimes we produce a chain of such cognitions that can trap us in a very stressful cycle of anxiety producing thoughts. This process is called "catastrophizing", and is illustrated by the following handout. (Distribute handout # 7.3 "Catastrophizing Self-Statement Vignettes). Do you see in this example how one thought of disaster leads to the next? The examples may seem a bit extreme but we have exaggerated to illustrate our point. (Ask group members if they recognize any catastrophizing pattern in their own past experience and, if so, have them share these with the group.)

Now let's combine the insights we've gained from the previous discussions, Point 1: Generally, the more irrational components in the self-statement, and the more sweeping and overgeneralized it is, the less likely it will be for this person to act constructively in the situation. Point 2: Negative self-statements have a way, at times, of producing further negative thoughts, and we imagine worse and worse consequences following from the original situation. These two principles combine to create the phenomenon known as the "self-fulfilling prophecy" in which a person believes terrible consequences will result from an event and, because he is less likely to act constructively due to this belief, a

worsened situation does result. An example: believing that you will do poorly on an exam leads to anxiety that actually does interfere with performance and makes a lower grade more likely. (Have participants discuss the vignette situations. How will John behave the next time he asks somebody out? How will Mary do in her studying for the next exam?)

D. Practicing (20 min.). We've learned to separate some of the irrational components from our cognitions and replace them with more accurate self-statements. We've also learned to identify some of our own tendencies to catastrophize in specific past situations. Now we will try to apply this knowledge to help us in coping with a common problem we may experience in the near future--test anxiety. (Have the participants imagine for themselves feeling very anxious before a specific upcoming exam. Their task is to list, together in the group, a chain of rational, accurate, self-efficacy building cognitions. In other words, build a "de-catastrophizing" chain of self-statements. A particularly good way to achieve this may be to have you or your co-leader act out the part of the test anxious student. Group members then take the role of "little voices inside your head" giving you rational, de-catastrophizing self-statements designed to help you deal constructively with your anxiety. You, or your co-leader in the role of test-anxious student, should describe step by step your activities, e.g. "Now the professor is handing out the exam...Now I'm picking up my pen to write...Now I see the first question and it looks very difficult to me...etc.) [We have provided handout #7.4 as an example of how this exercise might unfold. You may wish to hand th s out after the group finishes the exercise, or use it merely to assist you in leading this activity.]

Finish this module by presenting and discussing the practical application of the skills and insights group members have learned as follows:

--Immediately after a negative activating event try to get in touch with your self-statements. If this is hard at first, try putting your feelings into words, then making the words into sentences.

--If you find yourself racing with negative thoughts and feelings in a chain, shout (in your "mind's ear", or out loud if you have to) STOP! Squeeze your arm, do whatever you must to stop the chain of negative thoughts.

--Next, calmly examine your cognitions. Find what is illogical in your self-statements. Where are you making generalizations that go beyond a reasonable interpretation of the evidence? Are you exaggerating the magnitude of the disaster that you believe will happen? How likely really is it that this terrible thing will occur?

--Rephrase your self-statements more logically as we've learned to do. Realistically assess the extent of what has happened. Often it will be true that the event is unpleasant, a major disappointment, or it may even represent a major failure. Almost never, however, are the consequences actually as dire or far-reaching as we first imagine them to be.

--Make an action plan. Don't become paralyzed by negative reactions to the event. What has happened has hurt, of course, but don't let the hurt prevent you from taking positive steps to repair the damage. "What can I do to make this better?" "What have I learned from this?" "It's bad, but I've handled worse than this before." Cognitions like these can help us to get moving again after the initial shock of the event.

References and Suggested Readings

Ellis, A. & Harper, R. A. A new guide to rational living. Englewood Cliffs, N.J.: Prentice-Hall, 1975.

Goldfried, M. R. & Davison, G. C. Clinical behavior therapy. New York: Holt, Reinhart and Winston, 1976.

Kanfer, F. H. & Goldstein, A. P. Helping people change. New York: Pergamon Press, 1980.

Rimm, D.C. & Masters, J. C. Behavior therapy: Techniques and empirical findings. New York: Academic Press, 1979.

Handout # 7.1

Common Irrational Self-Statement

1. I should be competent at everything I do.
2. Everybody I meet should like me.
3. If somebody does not like me, it must be my fault.
4. If I fail I am a worthless (literally without worth) person.
5. I must be witty/attractive/sensitive/bright/etc./ etc.
6. If I am not all of the above, that is awful.
7. Everybody should treat me fairly.
8. I should always get my fair share.
9. I should never be depressed or anxious.
10. If I become depressed or anxious that in itself is something to be depressed and anxious about!
11. My body should be perfect.
12. My worth depends upon what I produce or what I give to others more than what I am or think of myself.
13. If I can't be "good" at something (a sport or hobby for example) then I won't do it.
14. If I didn't succeed it was because I didn't try hard enough.
15. When I don't get what I want very badly, it's terrible.
16. There should always be an important person in my life who loves me very much. If not, I must be an unlovable or otherwise defective person.
17. FILL IN THE BLANK (nearly any sentence beginning with "I should" or "I must" will do):

_____

Handout # 7.2

Irrational Self-Statement Revisions

1. It would be better if I were competent at many things, but I'm human and can't expect to be successful in absolutely everything that I try.

2. I need to have people like me, and it hurts to think that some people may not, but it's unreasonable to expect that everybody I meet will like me as much as I may want.

3. It takes two people to form a good relationship. When somebody doesn't like me that's disappointing to me, but maybe we were a poor "match".

4. It hurts to fail. I'd rather succeed, but my worth as a person comes from other sources than external measures of success or failure.

5. It would be nice to be...

6. If I wish that I were a different person, and see that I am not really this way now, it's very disappointing.

7. It makes me angry to be treated unfairly. There is a great deal of injustice in the world and I've got to make up my mind to change what I can about it and just bear the rest.

8. There are times when I'm not going to get my just due. That makes me disappointed and angry, but life often is not fair.

9-10. Everybody gets depressed and anxious at times. I've just got to pull through. Let's see, what could I do to help myself..

11. It would be nice if my body were more attractive, but I guess it's unreasonable to be preoccupied with its flaws.

12. It would be much better not to hurt or disappoint others, but I realize that I can only do my best. It's impossible to give everybody everything they want from me. What I think of myself is most important of all.

13. I really admire people who try new things, even if they're no good at them. I'll bet most people would feel the same way about me. The fun is in the trying!

14. If I give it my best shot, then I should feel good about myself. I know I tried darn hard. Sometimes events are just beyond our control.

15. It's really disappointing not to get what you really wanted.

16. Everybody, including the most attractive and appealing person (sometimes especially them), feels lonely at times. Because I am alone now is not a reflection on my worth or attractiveness. It might be much better to have somebody in my life now that loves me very much. It hurts to be alone, but this loneliness won't last forever.

Handout # 7.3

Catastrophizing Self-Statement Vignettes

John was feeling somewhat lonely and decided he should make an effort to date more often. He decided to ask Mary, a woman in one of his classes, to go to dinner with him. After a few days of anxiously trying to find the courage to ask, John finally calls Mary and asks her for the date. She refuses his request saying, "This semester I'm just very very busy." John says the following to himself: "She would go out with me if she really wanted to. She must not think I'm very attractive and, well, she's right. In fact, she'd probably be embarrassed to be seen by her friends with a guy like me."

The next day in class with Mary, John thinks, "She's acting really cold toward me today. It just proves that she thinks I'm the worst person she could possibly date. I haven't had all that many dates recently, at least not as many as lots of guys do. Women must really think I'm ugly. I'm not really very attractive in any way--not much going for me. When you think of it, who would want to go out with me? Nobody in their right mind--at least not anybody who could get a date with anybody else. I'll probably never get married. I'll be lucky if anybody ever falls in love with me. In fact I wonder if anybody has ever really loved me. Of course there's my parents. Come to think of it, they haven't called in weeks..."

****

Joan wants to go to graduate school in architecture, but fears taking the undergraduate math courses that is required of most applicants. Her grades in other areas are good, and her interest in architecture has remained high throughout her first two years of college. Now, in her junior year, she has enrolled in the dreaded math course. She is about to take her first quiz in the course and thinks to herself, "I've never really done very well in math, just two B's and two C's in high school. This quiz is going to be awful. God just look at this first question! I don't even understand what it's asking for!"

Two days later the grades are posted as Joan thinks, "Oh no look at that! I got a D! See it just proves that I'm no good in math. This was just a quiz, the next test will be even worse. I'll fail the course and that will be it. No chance of getting into an architecture program. Nothing else will ever be as satisfying as the career I'd planned. For the rest of my life I've got to live with the fact that I'm a failure...

Chapter 8

Social Support

Goals: To learn about the importance of social support in buffering the effects of stress; to identify sources and types of social support; and to learn about ways to increase social support in our lives.

Time Estimate: 60 minutes Materials: None needed.

A. Introduction (10 Min.) What we call "social support" can be many things: empathic understanding of a friend, advice, material aid, favors of any kind, or simply the knowledge that another is concerned about our welfare. A theme which we have often emphasized is that the same events or life circumstances produce greatly different feelings of stress in different persons. One reason for the differences in reactions is the amount of social support a person experiences at the time of the stressful event. Social support has been found by researchers to have a powerful "buffering" effect upon otherwise highly stressful life events, e.g. unemployment, pregnancy, divorce, etc. (Cobb & Kasl, 1977; Nuckolls, Cassel and Kaplan, 1972; Raphael, 1977). For graduate students whose stress exposure is high, lack of social support can increase negative effects of the stress, while adequate social support can help us to cope with even the most difficult of life circumstances.

B. Sharing Support Experiences (20 min). Have group members share times in their lives when social support has helped them cope with stressful situations. Try to elicit a wide range of types of support and sources of support. Note that the support need not have been a monumental effort on the part of the supporting person--very often social support that means the most to us can be "just little things". Next have group members share times when social support was lacking in their lives e.g., times of loneliness, moving to a new city, entering graduate school, losing a significant loved one, etc.

C. Increasing Social Support (30 min.).We have seen the dramatic effects that social support (or the lack of it) can have in our lives. A paradox for graduate students is that very often we spend so much time at our work, or in social activities that are low in social support value, that this important part of our lives is neglected. How then can we increase the amount of social support and "quality" relationships in our lives? A central principle once again is that of interpersonal risk-taking and motivating ourselves to overcome the inertia that can be a part of feeling depressed and lonely. Discussion points and strategy:

--Social network analysis. Do you have a "dense" or "diffuse" network, that is, how many of the people you would list as close friends also know one another well? Research suggests that "dense" networks provide the greatest level of support, but may also be more controlling of their members behavior, fragile, and eventually become sources of stress as well as support. Diffuse networks are more flexible and resilient, but often provide a lower overall level of support (Hirsch, 1981).

--Support networks independent of one's spouse are also very important.

--Seek out others with common experiences. Force yourself to "circulate", take potential friends out to lunch, use the "nothing ventured nothing gained" strategy to meet new people. Taking risks in sharing feelings with these new contacts can turn an acquaintance into a "quality" friendship, but it can be very difficult for some people to do this.

--Consider joining organizations that might provide useful diversions and potential sources of social support. For example, an interesting P. E. class or Student Union Minicourse, Trail Club, Hang Gliding Club! Anything that looks interesting on the Student Union activities board. There are also organizations of students within many graduate divisions.

--The point is to expand our range of social contacts beyond our graduate department, and deepen casual acquaintances into more supportive exchanges.

--Discuss the role of one's advisor and the mentoring process. How does one "connect" with a good mentor?

--The role of competition within one's department and the costs/benefits of social support from one's graduate student colleagues.

References and Suggested Readings

Cobb, S. & Kasl, S.V. Termination: The consequences of job loss. U.S. Department of Health, Education and Welfare, NEW Publication No. (NIOSH) 77-224, 1977.

Hirsch, B.J. Social networks and the coping process: Creating personal communities. In B.H. Gotlieb (Ed.). Social Networks and Social Support. Beverly Hills: Sage, 1981.

House, J.S. Work, Stress and Social Support. Reading, MA: Addison-Wesley, 1981.

Nuckolls, K.B., Cassel, B.J., & Kaplan, B.H. Psychosocial assets, life crisis and the prognosis of pregnancy. American Journal of Epidemiology, 1972, 95, 431-441.

Raphael, B. Preventive intervention with the recently bereaved. Archives of General Psychiatry, 1977, 34, 1450-1454.

Chapter 9

BEHAVIORAL SELF-MANAGEMENT

Goals: To have participants learn self-management approaches to changing things they want to change about themselves. Specific techniques are taught and implemented by participants. This module is written mostly in the second person since almost all directions are for the participants.

Time Estimate:
- Total: 75 minutes
- Week 1: Part A: 10-15 min., Part B: 3-5 min., Part C: 10 min. Total 25 min.
- Week 2: Part A: 15 min. Part B: 5 min. Part C: 10 min Part D: 5 min. Total 35 min.
- Week 3: Part A: 15 min. Part B: 15 min. Part C: 15 min. Total 45 min.

Materials Needed:
- Week 1: Change Lists, Self-monitoring sheets I
- Week 2: Self-monitoring sheets II and selection from Williams and Long
- Week 3: Two sets of self-monitoring sheets I and II

Week 1:

A. Self-management is an approach to changing something about yourself. Our environment "makes" lots of discomforts for us but we can affect both the way we react to those discomforts, and in many cases, affect the environment in ways that it creates fewer problems. In the last 30 years, many systematic techniques have been developed to make such steps less confusing and more effective. All you need is a desire to change. In the next three sessions we will help you make specific plans for change and give you the information and experience you need to plan other changes. At each point, you are the one who decides what steps to take. In order for each of us to make progress we can see, and feel encouraged by it, we first have to get very specific about what we want to change. We want you to list four to six changes you would like to see in yourself. At least two of these changes should be behaviors you want to increse, for example, hours of studying, talking with professors, going out to relax, eating better food, We're passing out a list (Handout #9.1) of some "good" statements of desirable changes. You'll note the former are simply specific,

observable statements of the more usual vague changes we say we want. Review the examples and then write down five or six changes you'd like to make. Group leaders will be coming around to help you get your desired changes listed in as specific terms as possible. Questions and comments? (Keep giving suggestions for persons who have trouble coming up with five).

B. The next step we want you to take is to rank order these changes from most to least important to you. Put the number "1" by the most important, on down to #5 or #6 for the least important. In the next section we'll explain why we do this ranking.

C. The next step we need to take in order to know whether we're changing is to find out just how often the desired behavior is happening now. You may have said you wanted to study more hours per week. How many hours do you now study? Most of us overestimate, just as we do if we are asked how often we eat balanced meals, tell our spouses that we love them, or tell professors they gave a good lecture. We want you to look now at your rank orders and pick the lowest ranked change which calls for an increase in a behavior. Why do we pick the lowest? Self-management works best when we start with a behavior change that is less than our most pressing concern. We can be "too invested" in a change program such that we engage in self-defeating behaviors. We start with a plan to change the behavior in this lowest ranked desirable increase. During the coming week, use the Self-Monitoring Sheet I (#9.2) to keep track of your present behavior.

Week 2:

A. First we want to review your experiences in monitoring your own behavior. Were you doing more or less than than you thought? Did you have problems keeping track - if so, what are some better alternatives? (Group leaders, be prepared with suggestions. Also, does anyone bring up that they are already increasing? Discuss "feedback effect" and relevance to self, business, education, i.e. emphasize the usefulness of simply monitoring behavior as an easy way to achieve change and the reinforcing properties of feedback. Do not accept "not a typical week" as reason for discounting self-reported low or high levels of behavior. There is no "typical" week, really. We all have notions of "typical week" that seldom actually occur.)

B. The two next steps in self-management are setting a goal for change and establishing contingencies. In other words, when I achieve my goal, I'll reward myself. Our first step, today, is to identify a few little things we really enjoy, like eating a brownie from the bakery, or watching TV, going to a bar for an hour, or swimming during the noon hour. List three to five little things like that, each one that takes less than an hour and costs less than $2.00 and can easily be done most any day. (Handout #9.3)

C. Group leaders; next divide groups into pairs. Explain that each pair will work as consultants with one another to set a goal and contingency for the coming week. Specify that the goal for the next week should be an increase of no more than 10% of the base

rate or an increase of one, whichever is more. On Self Monitoring Sheet II have participants list behavior and goal for week and fill in days. Pair members review; group leaders circulate and spot check and "trouble shoot." If the goal can be divided into parts, like 21 study hours divided into seven 3 hour units, or 140 situps divided into 20 for each day, then there should be a small reward for accomplishing any day's portion. If the goal is a unit of one, like asking one question (assuming the base rate is zero) in an economics class this week, then the reward is taken when the behavior occurs. Establish what reward to give oneself for each additional hour of study, for each balanced meal, for each new person talked to -- whatever the behavior is. There should be at least some small reward for even one unit of increase. Set only this unit. Do not get into the "grand prize" category for a 100% increase. Simply double the usual reward if you get "rolling" and go over a 10% increase to a 20% increase. Pair members discuss a contingency appropriate to the increase and write below goal. Group leaders circulate to help contingency decision making.

D. Ask group members to share their goals for next week and what rewards they'll give themselves. (Some may not wish to share--that's ok as long as they have written them down.) Remind them to keep monitor sheets regularly; handout xeroxed material to be read the day before or day of the next session." Bring questions about the handout to session. We'll again be in a pairs to serve as consultants in planning our next self-management project."

Week 3:

A. (Review of self-management experience.) How many made some increase? (Give lots of reinforcement). How many increased and didn't take "rewards" (Give joking admonition). How many took rewards even though behavior didn't increase? (Humorous guilt induction). More seriously, what problems did you have in getting change, in recording, in reinforcing selves, etc. (Discussion) What goal seems reasonable for next week? Usual guideline is same amount of increase as actually accomplished last week unless you think it should be less. Do not set goals same or higher than last week if it was not achieved before. (Pass out monitoring sheets for filling in next week's goal and changing contingency if necessary. Repeat verbal reinforcement for those who made any part of goal beyond baseline.)

B. Leaders: Facilitate discussion of reading, especially setting events and covert control. Also use "Smoking Chair" as example of combination of aversive conditioning and setting event. Read the selection before the session and have some "starter" questions.

C. Have participants design another self-management project. Have participants check their lists for some of the other changes they wanted to make. Have them get into new pairs to consult with each other in a) specifying concretely the behavior to be changed, b) determining how it will be measured for baseline and change,

c) setting a small step increase and d) establishing a reward contingency. Behavior may be one to increase or decrease. Handout another set of baseline monitoring sheets and have them label it "Project II." Have them collect baseline data this week but note that there will be no further group time spent reviewing and planning steps. Handout copies of Self-Monitoring Sheets II for them to set goal and monitor progress the week following completion of the baseline sheets.

Change List

Poor	Good
Better physical shape	Lose 10 pounds or do 30 situps a day
Have better social life	Go out with someone at least once a week
Be a better student	Increase study time 25%
Be less grouchy	Stop making complaining statements
Have more fun	Do something I really enjoy at least once each day
Be better organized	Have a schedule for each day's work and play

****

Five behaviors I wish to change

Increase	Decrease
___1. _____	___1. _____
___2. _____	___2. _____
___3. _____	___3. _____
___4. _____	___4. _____
___5. _____	___5. _____

Self-Monitoring Sheet 1: Baseline

Behavior: _____ Way to count: _____

Instructions: Put a check or number of minutes in the appropriate box for each occurance of the behavior.

Day & Date							
8 AM 12 Noon							
12 Noon 4PM							
4 PM 8PM							
8 PM 12-Mid							
12 Mid 8 AM							

Self-Monitoring Sheet II

Behavior: _____ Goal for week: _____
Instructions: Put a check or number of minutes in the appropriate box for each time behavior occurs.

Day & Date							
8 AM 12Noon							
12Noon 4PM							
4PM 8PM							
8 PM 12-Mid							
12 Mid -AM							

Rewards possible:

1. _____
2. _____
3. _____
4. _____
5. _____

Reward chosen for each unit of improvement: _____

Chapter 10

TIME MANAGEMENT

Goals: To provide an opportunity, and a supportive environment, for members to share some common concerns related to time management and the multiple demands of graduate school. To provide information to participants about a variety of time-saving techniques. To use a values-clarification approach to help members prioritize their goals and allocate their time. To demonstrate to participants the Alan Lakein ABC concept of time management.

Homework for Group Leaders: Prior to this session, group leaders should read the "Time Management" Handout (Handout 8.1, 4 pages) and Pp. 25-51 from Alan Lakein's book How to get control of your time and your life. Group leaders should practice the exercises and discuss them with other leaders before conducting this session.

Materials Needed: Time management handouts including "things to do" list and work schedules (one handout for each participant. handout 8.1,8.2, 8.3), participants' goal statements from earlier session (see Chapter 2) pencils.

Time Estimate: Total time: 1 hour and 20 minutes plus 20 minutes for follow-up in later session.

Homework for Participants: The time management handout describing the ABC Method should be given to the participants prior to the session. They should be asked to read the handout carefully to prepare for this session. (Handout 8.1, 4 pages).

A. Sharing Concerns (15 minutes). Have students spend some time sharing with the group their personal issues related to time management. The common theme that should be focused on is the multiple role demands of being a graduate student, e.g., finding time for studies, research or teaching assistant duties, own research, recreation and significant others.

B. Values and Goals (15 minutes). Have students take out their goal statements formulated in an earlier session and review their goals. Encourage participants to share the goals they are interested in achieving in the next six months. Group leaders should communicate the importance of goals in the time management exercises that are coming up next.

C. The ABC Method of Time Management (20 minutes). Hand out the "Things To Do List" (Handout 8.2) and have students list all activities they would like to accomplish for that day, reminding them not to be selective. After students have had enough time to do this, introduce Lakein's ABC Method of prioritizing the list (this method and the procedures for using it are described in Lakein's book referred to in the homework section). Teaching this method to the students should be accomplished quite easily since they have read about it already. Next, allow some time for the students to discuss their experience and difficulties in performing this task. Remember to reassure them that it is a very useful task and that it will get easier with practice. Students should be encouraged to set aside a few minutes every day to plan the day with the ABC Method.

D. The Work Schedule Method of Time Management (20 minutes). Handout a work schedule (Handout 8.3) to each participant and have them plan out a full schedule for the following week. Point out to them that this schedule will allow them to structure the activities according to their goals, reminding them to allow time for their different goals (e.g., academic, social, personal and recreational activities). The schedule will also help them become aware of their fixed time (e.g., classes, regular meetings) and their flexible time. With their flexible time they should block out some regular and consistent work/study periods. Having these regular structured periods will make it easier for them to overcome the inertia and procrastination that plagues all levels of graduate students. Discuss other advantages of the schedule.

E. Reinforcement (10 minutes). Also allow time for students to brainstorm different ways of using reinforcement to support their time management goals. More specific procedures for implementing behavioral self management are presented in an earlier module. (See chapter 9).

F. Follow-up during another session (20 minutes). After students have had a week or two to practice and try out the new time management procedures, find some time to do a follow-up. This should include a review of the goals, how they are managing, and changes (positive and negative). Finally encourage the participants to share the problems they have been experiencing and help each other in generating alternative strategies.

References and Suggested Readings

Lakein, A. How To Get Control of Your Time and Your Life. New York: Signet, 1973

Locke, E.A. A Guide to Effective Study. New York: Springer, 1975. (Chapter 10: How To Manage Time).

Winston, S. Getting Organized: The Easy Way to Put Your Life In Order. New York: Warner Brooks, 1978 (Chapter 3: The Basics of Managing Time)

*Much of this session has been adapted from Greenfeig and Goldberg's Time Analysis Workshop for Returning Students: Leader's Manual, Counseling Center, University of Maryland, 1977 and from other materials provided by the University of Maryland Reading and Study Skills Laboratory.

TIME MANAGEMENT I

SAMPLE WEEKLY SCHEDULE

15 CREDIT HOURS

HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6-7			(5) = Study hours				
7-8			1 = Classes				
8-9		HISTORY	FREE	HISTORY	FREE	HISTORY	
9-10		(6) History	(3) Chem.	(3) History	(3) Chem.	(3) History	
10-11	ALL	(3) Psych	CHEM	(3) Psych	CHEM	(3) Psych.	(3) Math
11-12	DAY	PSYCH.	CLOSE	PSYCH.		PSYCH.	↓
12-1	FREE		LUNCH				→
1-2		MATH	(3) English	MATH	(3) Chem.	MATH	(3) Psych
2-3	except	(3) Math	↓	(3) Math	↑	(3) Math	↓
3-4	1 HOUR Planning	ENGLISH	FREE	ENGLISH	CHEM LAB	ENGLISH	FREE
4-5	for Week	FREE	FREE	(3) English	↓	(3) English	FREE
5-6		Dinner, recreation					FREE
6-7							FREE
7-8		(3) Chem.	(3) Eng.	(3) Chem.	(3) History	FREE	FREE
8-9		↓	↓	↓	↓	FREE	FREE
9-10		FREE	FREE	FREE	FREE	FREE	FREE
10-11		FREE	FREE	FREE	FREE	FREE	

SAMPLE - 28 Study Hours

- 7 hrs - Chemistry
- 5 " - History
- 5 " - Psychology
- 5 " - Math
- 6 " - English

List your classes below & study hours needed

CLASSES	HOURS OF STUDY NEEDED

THE ABC's OF SAVING TIME

When I first started delving into the matter of getting more done every day, I asked successful people what the secret of their success was. I recall an early discussion with a vice president of a large oil company. "Oh, I just keep a To Do List," he said. I passed over that quickly, little suspecting the importance of what he said.

I was in another city the next day and I had lunch with a businessman who practically owned the town. He was chairman of the gas and light company, president of five manufacturing companies, and had his hand in a dozen other enterprises. I asked him how he managed to get everything done. "Oh, that's easy," he said. "I keep a To Do List."

The first thing in the morning, he told me, he would come in and list what he wanted to accomplish that day. He would arrange the items in priority. During the day he would cross off items as they were completed and add others as they occurred to him. In the evening he would check to see how many of the items he had written down still remained undone and then give himself a score. His goal was to cross off every single item.

Again and again in the years since, when I have talked to successful people, the To Do List has come up. I have found that one difference between people at the top of the ladder and people at the bottom is that those at the top use a To Do List every day to make better use of their time; those at the bottom don't.

Because the To Do List is such a fundamental time-planning tool, let's take a closer look at it.

Some people try to keep To Do Lists in their head, but this is rarely effective. Why clutter your mind? It's much better to leave it free for creative pursuits.

What do you write down? I recommend that you not list routine items but do list everything that has high priority today and might not get done without special attention. Don't forget to put down the activities related to your long-term goals. Although it may appear strange to see "begin learning French" or "find new friends" in the same list with "bring home a quart of milk," you want to do them in the same day. Since you'll use your To Do List as a guide when deciding what to work on next, you need the long-term projects represented, too.

You must set *priorities*. Some people do as many items as possible on their lists. They get a very high percentage of tasks done, but their effectiveness is low because the tasks they've done are mostly of C priority (lowest). Others like to start at the top of the list and go right down it, again with little regard to what's important. The best way is to label each item according to ABC priority and then polish off the list accordingly.

For people who have trouble living with priorities, I have found that it's helpful to use one piece of paper for the A's and B's and another page for the

numerous C's. The A and B paper is kept on top of the C list, and every time you raise it to do a C, you're aware that you're not making the best use of your time. Remember, it's not so much completing the list that counts, but making the best use of your time.

One reason many people poke through routine matters is that they like the feeling of doing something efficiently, even if it is inconsequential. Desk-neatening, for example, is hardly an A activity, but results show immediately. The home maker who collects another delicious-sounding recipe when she has 500 untried clippings may kid herself into thinking that she is becoming a better cook, but the truth is that she is clipping rather than cooking.

Many activities of top value, on the other hand, cannot, by their very nature, be performed well. The problems associated with them are new, untried and uncertain. Doing them means taking risks, which, whether calculated or not, will sometimes bring an unsuccessful outcome. Is there any wonder that you look around for something you can do well? One of the things you can do well is clear up all the easy C's. And you justify it by saying you are clearing them away so that you will then be free to do the A items later.

There's a rule to help people like that - the 80/20 rule. It says, "If all items are arranged in order of value, 80 percent of the value would come from only 20 percent of the items, while the remaining 20 percent of the value would come from 80 percent of the items." The 80/20 rule suggests that in a list of ten items, doing two of them will yield most (80 percent) of the value. Find these two, label them A, get them done.

Many C items can be turned into what I call"CZ's." CZ's are C's that can be deferred indefinitely without harm. Definite CZ's include watering the lawn when it looks like rain, inventorying the freezer (when you just did it last month and nothing has changed significantly in the interim), mopping the kitchen floor just before the children come home on a rainy day. You can probably think of many other items that are too trivial to do or will settle themselves by the passage of time.

If you can let the dusting, washing, filing or checking go one more day, then let it. You will have spent less of your life dusting, filing and washing. If you continually resist the temptation to do the C's, you can significantly increase the number that become CZ's. Always keep in mind the question, "How terrible would it be if I didn't do this C?" If your answer is, "Not too terible," then don't do it.

Do your A's instead. Make the most of your time.

Adapted from: How to Get Control of Your Time and Your Life, by Alan Lakein.

The steps of this fundamental time-planning tool are simple: Head a piece of paper "To Do," then list those items on which you want to work; cross off items as you complete them and add others as they occur to you; rewrite the list at the end of the day or when it becomes hard to read. Be sure to write down your goals in such a way that you know when you've reached them, for example,

Handout #10.2

Things to do List

Instructions for the "Things to do List"

List those items on which you want to work.

Cross off items as you complete them and add others as they occur to you.

Rewrite the list at the end of the day or when it becomes hard to read.

Write down your goals in such a way that you know when you've reached them.

Ask yourself, "What is the best use of my time right now?"

things to do... TODAY

date _____ **completed**

1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐
5. _____ ☐
6. _____ ☐
7. _____ ☐
8. _____ ☐
9. _____ ☐
10. _____ ☐
11. _____ ☐
12. _____ ☐

Handout #10.3

PRESENT WORK AND RECREATION SCHEDULE

HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							

Chapter 11

PROFESSIONAL DEVELOPMENT

Goal: The purpose of this session is to educate the members concerning the need and value of active planning for professional development: a) to make clear the importance of cultivating and developing mentoring relationships with faculty and to explore the variety of possible mentoring relationships, b) to use the Personal and Professional Development During Graduate School Years exercise as a concrete way to plan and implement their own personal and professional development.

Materials Needed: 1) Encourage members to read Chapter 2 from Richard Bolles' book: The Three Boxes of Life and How To Get Out of Them before the session, 2) Exercise on Personal and Professional Development During Gradute School Years.

Time Estimate: 35 minutes

A. Leaders introduce the types of mentoring and relationships with faculty with these concepts: "For some graduate students, the most enjoyable part of their graduate experience has often turned out to be the significant relationships they were able to develop with various faculty members. For others, these relationships have often been the cause of much conflict and stress. Needless to say, it would not be possible or even desirable to have a successful relationship with every faculty member you encounter. There are just some people one will never be able to get along with. However, like all successful relationships, those students who have meaningful relationships with faculty members have probably cultivated and developed these relationships carefully. These supportive relationships not only make for a smoother journey through graduate school, they have often led to successful professional relationships. Today we are going to discuss different ways of increasing the likelihood of having such relationships. "

B. Start a discussion about the range and variety of relationships a graduate student can have with a faculty member. For example, some relationships are based on strictly academic business, others have included

sexual contact. Encourage them to generate variations in these two extremes. Then discuss how it is different from when they were undergraduates. Are there attitudinal barriers in developing full professional relationships with faculty that are the remenants of undergraduate days? Have each of them identify what kinds of relationships they expect, desire with faculty members. Then encourage them to brainstorm about things they could do all semester long to achieve these goals and develop the desired relationships. In the above discussion, the group leaders should try to integrate into the exchanges the concept of the mentor relationship. It should not be presented as the only way to go but as a common example of faculty-student relationships. Also emphasize that students need to take an active role in developing relationships with faculty. It should also be pointed out that the mentor relationship is dynamic and often varies according to the faculty and students' personalities and environmental demands, i.e. present a variety of mentoring relationships. More specific details concerning mentor models can be presented to the group leaders in the staff meeting preceding this session. (see suggested readings at end of this module).

C. Leaders: Distribute and have participants complete handout on Personal and Professional Development During Graduate School Years. Discussion questions appear at end.

References and Suggested Readings

Bolles, R.N. The three boxes of life: and How to get out of them. Berkeley, California: Ten Speed Press, 1981.

Bolton, E.B. A conceptual analysis of the mentor relationship in the career development of women. Adult Education, 1980, 30, 195-207.

Clawson, J.G. Mentoring in managerial careers. In C.B. Dear (ed.), Work, family and the career: New frontiers in the theory and research. New York: Praeger, 1980, 144-165.

Dalton, G., Thompson, P., & Price, R.L. The four stages of professional development. Organizational Dynamics, Summer, 1977.

Lester, V. & Johnson, C. The learning dialogue: Mentoring. In J. Fried, (ed.) New Directions for Student Services, Education for Student Development, No. 15, San Francisco: Josey-Bass, September 1981.

Levinson, D.J. The mentoring relationship. In M. Morgan (ed.), Managing career development. New York: D. Van Nostrand Co., 1980.

O'Neil, J.M. & Wrightsman, L.S. The mentoring relationship in psychology training programs. In G.F. Sumprer & S. Walfish (Eds.) Clinical counseling and community psychology: A student guide to graduate training and professional practice. New York: Irvington Publishers, in press.

Phillips, G.M. The peculiar intimacy of graduate study: A conservative view. Communication Education, 28, September, 1979, 339-345.

Phillips, L.L. Mentors and proteges: A study of the career development of women managers and executives in business and industry (Doctoral dissertation, University of California, Los Angeles, 1977). Dissertation Abstracts International, 1978, 6414A. University Microfilms No. 7806517.

Schein, E. Career dynamics: Matching individual and organizational needs. Reading, Mass.: Addison-Wesley, 1978.

Schmidt, J.A. & Wolfe, J.S. The mentor partnerships: Discovery of professionalism. NASPA Journal. Witner, 1980. 45-51.

Personal and Professional Development During Graduate School Years

Involvement in out-of-class activities during graduate school years may be as influential (perhaps even more so) as your in-class learning for your future career development and life satisfaction. All too often students, caught up in the demands of class assignments, neglect many readily available opportunities to aid their present and future personal and professional development. This brief exercise is designed to stimulate your thinking about what kinds of activities you could consider in the coming months that would be of interest and help you either now and/or later in your development. Additionally, the exercise can help determine those activities which are likely to have the most benefit for you.

As a first step we ask you to consider seven different areas in which individuals develop as they progress through educational experiences. These seven areas have been addressed by numerous theoreticians of higher education; these specific descriptions here are taken from the Student Activities Involvement Log developed at the University of Maryland by Dr. Lee Kneflecamp.

Areas of Development

Career --Progress towards a career, vocation; skills and knowledge building; decisions on academic program.
Intellectual--Learning to think about things in a new and different way; being academically capable.
Interpersonal -- Relationships with others; peers, boy/girlfriend, family, interaction with others.
Leisure -- Other areas which are personally gratifying; enjoyment; pleasure; fun; recreation.
Values -- Development of values, beliefs, lifestyle, ethnical considerations, religious development.
Personal -- Personal development in self awareness, insight or improvement in any way. Development of self as an individual.
Physical -- Development of bodily activities, athletic skills; recreation, hobbies, sports, physical competition.

To to the next page

Read through the list of activities below. As you read through it, add to the list any others you can think of that in which you have or might want to participate.

Attend a convention
Join a local community organization
Stop a bad habit
Run for an office/position
Do something socially w/advisor
Give blood
Participate in a research team
Attend religious group/services
Visit surrounding historical places
Start/continue as hobby
Develop new friends outside of my discipline
Win a fellowship
Write something creative

Others:_____

_____

_____

_____

Read for pleasure
Participate in a non-credit seminar
Attend plays, concerts
Make a commitment
Participate in a personal growth workshop
Organize social events
Intramural sports
Visit area recreation sites
Participate in bull-sessions with fellow students
Improve self-concept
Submit a research grant proposal
Do research with a faculty member

_____

Coaching recreation league team
Live in a residence hall
Publish a paper
Gain a new skill
Be a social service volunteer
Take part in artistic groups
Teach a course
Demonstrate for a cause
Develop new friends in my discipline
Improve my physical fitness
Present a paper at a convention
Develop intimate relationships
Serve on departmental committees

_____

For each of the seven areas described on the previous page, list at least two activities in which you would like to participate and which would contribute to your development in that area.

Career:_____ _____

Intellectual:_____ _____

Interpersonal:_____ _____

Leisure:_____ _____

Values:_____ _____

Personal: _____ _____

Physical:_____ _____

Did any activity serve to aid development in more than one area? Is so, circle that activity. Which area was hardest for you to find interesting activities? What can you conclude from that difficulty? Which activities will you most likely have to push yourself to get into? Put an asterisk by each of them. Compare your list with others. Have they seen values in some of their activities that you overlooked but are of interest to you?

Chapter 12

EVALUATION AND TERMINATION

Goals: Thorough evaluation procedures are designed to gather information which allows the planning staff to assess the impact of the program upon participants. Both positive and negative effects are measured so that the data collected can be used to modify the program in future applications, thereby increasing its effectiveness. Evaluation and termination are two processes inextricably linked to one another. Successful termination allows participants to assess and reflect upon their experiences in the groups, to consolidate their gains, to learn to utilize new skills independently, to grieve for the loss of nurturance and supportiveness they may feel, and to separate themselves psychologically from the group. Preparation for termination is actually a process which takes place at many points in a participant's experience (for example, as skills are practiced outside the group setting), it merely culminates at the final group meeting.

Time Estimate: highly variable, but at least 90 minutes or one full group session.

Materials Needed: Evaluation instrument for each participant.

A. Evaluation (15-30 minutes minimum, or as a take home exercise) A program such as the one described in this manual may have a very broad range of effects on many aspects of a graduate student's life. It is beyond the scope of this section to list all of the variables which, hypothetically, might show significant changes as a result of participation in this program. However, since there is such a scarcity of research investigating mechanisms for reducing the negative effects of stress for graduate students, and in the hope of encouraging such investigation, we will list a few variables which may hold potential for further research. Among the factors affected by this program may be participants' perceived: self-efficacy, social support, subjective level of stress, orientation and commitment to chosen academic program, assertiveness, state anxiety, depression, psychopathology, locus of control, planfulness, and quality of life. In addition, knowledge of campus resources, help seeking behavior, grade point average, academic progress, research productivity, and quality of relationships with family, peers and faculty may be affected.

The measures used to assess variables of interest can be given in a pre-treatment/post-treatment design. In our experience with this program we also made use of two kinds of control groups. The first consisted of students who were interested in the program, but could not attend at any of the times it was offered. A second control group was available from those students who expressed an initial interest by responding to our flyers, but when contacted by telephone several weeks later declined to participate. [Responses of these two controls may not be significantly different from one another since, as we suspect, quite a few of the "inconvenient time" persons may use this excuse as their reason for declining to participate. Less than 10% of our "inconvenient time" persons in the first semester of the program chose to participate in either the workshop or groups offered the next semester.] Quite complicated comparisons are possible using pre/post measures within the participants, control groups, and between groups designs using successive semesters of program participants.

[A word of caution to the exuberent researcher may be necessary. The temptation to include a great many measures in the evaluation instrument must be controlled Pilot testing the instrument to determine the time needed to complete it is essential. It seems a bit incongruous to ask students, many who come to the program seeking relief from time pressure and work overload, to complete a lengthy questionnaire at their first contact with the program.The initial reservior of participants' good will may be quickly exhausted by such a practice, as we have come to know through personal experience! We also found that post-treatment evaluations given to participants to take home and return in enclosed envelopes tend to have an exceedingly low return rate. A more reliable procedure is to have group members complete evaluations during their final meeting.]

Exit Interviews. As stated in the introductory chapter, we experienced a 50% overall attrition rate in the ongoing group format of the program. Some of our most useful feedback was gathered from the "early terminators". After a participant had missed two consecutive group meetings he or she was telephoned by one of the group leaders (other than the two leaders of his or her group). Sensitivity in doing these interviews is very important because group members often feel somewhat guilty about leaving, but may feel strongly that they can no longer participate. The ironic fact may be that, for students feeling great time pressure and work overload, the perception often may be that they can not afford the time to participate in stress management programs. One of our most creative group leaders hypothesized that, if a graduate student feels almost no control over his or her schedule of rigid classes and deadlines, choosing to stop participating in a stress management group may be the only modicum of control they can gain! In any case, our intention was not to persuade the participants to return to their group, rather we wanted to gather data as to their reasons for leaving and use it, if possible, to improve the effectiveness of our program. The "early terminators" were an extremely important source of information for us. (Please see the "Interview Protocol for Early Terminators" #12.1).

Program Feedback. In addition to measures of research interest and exit interviews, the most important kind of evaluation data is, of course, direct feedback about the effectiveness of various aspects of the program itself. (Please see "Program Evaluation" #12.2). In this instrument we try to assess participants' reactions to particular modules, how they would like facets of the program to be improved, which aspects they found the most beneficial, and their reactions to their group leaders. This information can be most helpful in modifying future applications of the program, to meet the special needs of some students, and to help group leaders to grow and improve their facilitation skills.

B. Termination (30--60 minutes). As we have stated before, a successful termination allows the participant to separate psychologically from the group. Individuals can be highly variable in their preferred ways of saying "good-bye" to their groups, and in the kinds of psychological "business" that must be completed before a successful termination can be made. We provided group leaders with the guidelines listed below, instructing them to use these points as a framework within which termination could be accomplished in any way the group might choose.

--Group leaders should be aware of their own feelings toward group and the ending of their involvement. [These issues were discussed in our staff meeting before the third-to-last group session, i.e. #7 in the ten session format and #4 in the six session format.]

--All group members should be clear about the termination date and this should be announced at the third-to-last meeting. At this point some options for spending the last session can be presented, with the decision to be made in the following session.

--In the next-to-last session a discussion and sharing of everyone's feelings about the ending of the group should take place. Plans should be formalized as to how the time in the last meeting should be spent.

--The last meeting should include some time for "feedback", a time in which each group member is encouraged to share his/her feelings toward other members, group leaders, and their entire experience in the group. Leaders should participate fully in this sharing, and can perhaps model appropriate feedback giving by expressing their feelings toward one another. (Feedback need not be entirely positive, but negative statements should be shaped to show as much personal "ownership" and as little accusatory tone as possible, e.g.,"At times you made me feel..." "I became upset the time you..."etc.)

In the workshop format, attachments of group members are not as strong, of course, as in the ongoing groups, however, if the workshop participants have been broken down into groups of 15, as we recommended, then some attention to termination issues should also be given at the close of the small group phase of the workshop. [At least 15 minutes should be allowed before the small groups reassemble in the central meeting area. After the termination discussion in the small groups,

a short mass meeting is helpful to distribute any final materials and to thank all the participants for attending.]

In either the workshop fo the ongoing group formats the time devoted to termination should include a discussion of how skills newly acquired in the group setting can be used independently after termination. Ideally, the process of implementing new skills in the "real world" should be an integral aspect of the skill teaching process. A final summing up of learning, together with how the difficulties in implementing the knowledge will be overcome, is an essential part of the termination process.

When given the choice of how to spend their last session, the groups opted for a variety of different settings and experiences. One group chose to have a "last supper" at a local restaurant. Another group discussed various options for a pot luck dinner. One group wanted to have their final meeting with all the other groups (the offer was refused by the other groups, all of which were apparently feeling much more exclusive and protective of their last meeting time). One group simply had a "regular" session. We feel that the process of choosing how the final meeting is shared was very helpful in providing a good termination experience. No one option was better than the others in this regard. [A word of caution however, unless the restaurant atmosphere is very private, the presence of others can have a strong inhibiting effect on the process of feedback sharing. We recommend that if a restaurant setting is chosen, other provisions for feedback time should be made.]

One of the most important termination sessions should take place after all groups have disbanded --the final staff meeting. Many of the same issues, a summing up of experiences, a sharing of feedback, and a psychological separating, are important for the program staff as well as the participants. Our last meeting became a time of sharing our appreciation to staff members who had given us so much, and a time of celebrating mutual happiness at the completion of a successful program.

References and Suggested Readings

Cook, T. D., & Campbell, D. T. Quasi-Experimentation: Design and analysis issues for field settings. Boston: Houghton Mifflin, 1979.

Johnson, D. W. & Johnson, F. P. Joining together: group theory and group skills. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Kuh, G. Evaluation in student affairs. Cincinnati: American College Personnel Association Media, 1979.

Handout #12.1

Interview Protocol for Early Terminators

Begin by introducing yourself and explaining that you're about to do the program evaluation survey described in the first group meeting. State, as nonjudgmentally as possible, that they have missed X number of sessions and you have assumed that they have decided to end their participation in their group. Confirm that this has indeed been their decision. Assure confidentiality, remind them that the purpose is to improve the groups for others, etc., and continue with the following questions:

1. When you responded to the announcement about the groups, what were you anticipating the group would be like?

2. When you attended the group, which of the above expectations were confirmed?

3. In what ways did the group not provide what you had hoped for?

4. Would a change in times have been helpful, earlier or later in the semester, or at a different time of the day for meeting?

5. What kind of format changes would you prefer? Larger or smaller groups? One long workshop or several weekly group meetings?

6. What topics could we add that you might find helpful?

7. Of the meetings you attended, how could they have been modified to have made them a better experience for you?

8. Other comments or suggestions?

1. How much did you learn from this experience? (circle a number)
   little at all 1 2 3 4 5 6 7 a great deal

2. How much did you change from this experience?
   little at all 1 2 3 4 5 6 7 a great deal

3. How helpful was this experience to you?
   little at all 1 2 3 4 5 6 7 a great deal

4. In general, how satisfied were you with the program?
   not at all 1 2 3 4 5 6 7 very satisfied

5. Would you participate in a similar program in the future?
   certain 1 2 3 4 5 6 7 uncertain

6. Would you recommend this program to other people?
   certain 1 2 3 4 5 6 7 uncertain

7. What did you like best about the program?

8. What did you feel was lacking about the program?

9. Which topical subjects did you find the most helpful or interesting?

10. Which topical subjects did you find the least helpful or interesting?

11. What suggestions would you make for planning future programs?

12. How many of the group sessions did you attend? (Exclude the last "good-bye" meeting.)

_____

13. Are there any group members that you plan to maintain friendships with after the groups have ended?

yes no If yes, how many? _____

14. Group leaders:

were interesting	Agree	1	2	3	4	5	6	7 disagree
started the groups on time		1	2	3	4	5	6	7
conducted group discussions well		1	2	3	4	5	6	7
were well organized		1	2	3	4	5	6	7
were at ease in the group		1	2	3	4	5	6	7
were enthusiastic		1	2	3	4	5	6	7
knew what they were talking about		1	2	3	4	5	6	7
seemed to genuinely care about each group member		1	2	3	4	5	6	7

15. Additional Comments: